

Critical Friendship Approach in Workplace Communication

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<p>People skills and the ability to learn are becoming more and more important competences in future work. To solve complex problems creatively, professionals need to work together in diverse teams. Critical friendship approach supports colleagues in sharing their perspectives, utilising feedback, engaging in dialogue and learning from each other. The aim is to improve the results of the work together.</p> <p>This master's thesis studies how critical friendship approach can be developed and applied to workplace communication and internal interaction within the case organisation, WWF Finland. The main goal of the study is to define critical friendship and to create a model for critical friendship approach in the context of the case organisation.</p> <p>Literature review introduces selected theories and concepts connected to interpersonal communication and organisational aspects. These include themes such as communication competence, emotional intelligence, managing conflicts, dialogue, workplace communication, organisational culture, change and learning organisation.</p> <p>Development project was conducted as action research and with abductive approach. Initial mapping was done via online survey on September 2017. Workshops were used as a method to involve and engage all employees in the development work. The model for critical friendship was completed in May 2018.</p> <p>Critical friendship approach makes use of everyone's abilities, supports personal development and enables continuous learning. In its core, there are individual communication competences and emotional intelligence. An organisation can support critical friendship approach e.g. by building enabling conditions and practices and by offering training to related skills. As a result, critical friendship can foster open dialogue and generate a learning organisation.</p> <p>Many ideas related to critical friendship are highlighted in current discussion concerning transformation of work. Critical friendship approach creates possibilities to develop and strengthen both individual and organisational capabilities needed in the future.</p>	
Keywords critical friendship, interpersonal communication, communication competence, organisational culture, workplace communication, dialogue	

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1 Introduction

Stories about people skills, interpersonal communication, leading emotions and life-long learning are attracting more and more interest in media and professional dialogue in Finland. These are perceived as basic skills for future work (Helsingin Sanomat 2018; YLE 2018). People-related topics that have often been referred to as soft values, are now being acknowledged and getting new credit: it is the human factor that strongly affects to success and achieving goals. This perspective influences on how the role of employees is perceived in business life, also. Forbes named 2018 as the year of employee experience (Yohn 2018) and service design projects are taking foot to improve leadership and HR practices (Helsingin Sanomat 2016).

Critical friendship approach highlights the importance of people skills and learning at work to improve the performance. As an approach, it has not been studied much. Critical friendship approach links to many themes, such as workplace communication, organisational culture, interpersonal communication skills and sharing talent. In its core, there are individual communication competences and emotional intelligence.

This master's thesis studies how critical friendship approach can be developed and applied to workplace communication and personal interaction within the case organisation, WWF Finland. The main goal of the study is to define critical friendship and to create a model for critical friendship approach.

When studying critical friendship, wide spectrum of theories can be reviewed. The focus of this study is on interpersonal communication and its effect on organisation and vice versa. This research gives emphasis on communication as a skill and a process between individuals instead of reviewing communication primarily as organisational function or vehicle.

This thesis begins with the introduction of the case organisation, WWF Finland. This is followed by presenting the research questions and objectives to the research.

In literature review, several concepts and theories linking to critical friendship are introduced. Aspects on interpersonal communication include topics such as communication competence, conflict management, emotional intelligence, and dialogue. Organisational perspective introduces some theories on workplace communication, organisational culture, change and learning. To conclude the literature review, previous research on critical friendship and WWF's perspectives to critical friendship approach are presented.

Next, the thesis presents how the research was conducted, explaining methods and implementation. This study was conducted as an action research and with abductive approach. The development project began with initial survey, mapping personnel's thoughts on critical friendship. With facilitating workshops, common understanding on critical friendship and a model for critical friendship approach were created. The initial survey was carried out on September 2017 and the model for critical friendship was introduced in May 2018.

The last part of the thesis presents results of the study and conclusions. Critical friendship approach makes use of everyone's abilities, supports personal development and enables continuous learning. It requires paying attention to interpersonal communication skills and emotional competences of individuals, developing common understanding about critical friendship and creating basic rules and practices for the approach within the organisation.

1.1 Case organisation: WWF Finland

WWF (World Wide Fund For Nature) is one of the world's leading nature conservation organisations, operating in over 100 countries worldwide. WWF Finland is an individual part of international WWF network. The mission of WWF is to stop the degradation of the natural environment and build a future in which people live in harmony with nature.

WWF Finland acts to influence on political decision making, carries out field operations and works together with a wide variety of private companies, other organisations and individual people. Employees are striving to do their best to stop the decline in biodiversity and to reduce the size of human's ecological footprint. The work is funded by support of individual members, public funding and private companies. (WWF Finland 2017.)

To reach goals, WWF Finland wants to inspire and engage hundreds of thousands of individuals in Finland and convince political decision-makers and company directors.

In the beginning of this study, there were around 50 employees working in WWF Finland's office in Helsinki. In recent years, the number of employees has increased, and the organisation is currently growing. Organisation consists now of several conservation teams focusing on various conservation topics, and teams of communication, fundraising, corporate relations, and finance & administration. The organisational structure and the approximate number of team members in the time of research is presented in Figure 1. Internships and short-term project workers are not included in the numbers. The resources of some employees are allocated for two teams.

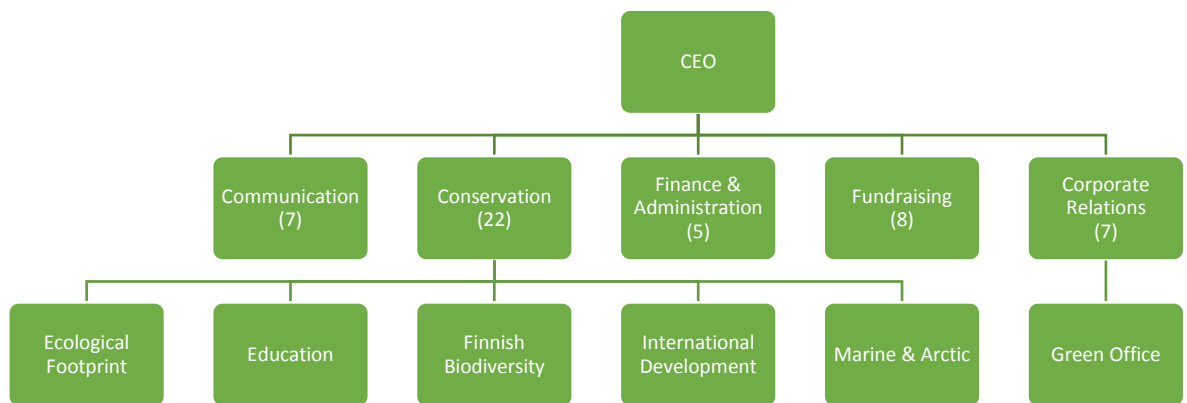


Figure 1. Organisational structure and the number of team members in WWF Finland in December 2017

Office design in L-shaped, mostly open-plan premises highlights the team structure. Some individuals and groups naturally meet each other more than others. A few directors have their own rooms. Finance & administration team and fundraising team are situated in separate rooms also. Conservation teams are located in one area of the office and communication and corporate relation teams in another. Kitchen together with an area for rest and recreation is at one end of the office space. Some employees are mostly working at the office while others travel a lot. In addition, working from home one day per week is fairly common.

According to the results of The Great Places to Work survey, employee satisfaction in WWF Finland is on excellent level (WWF 2015). In addition, wellbeing at work is monitored as part of quarterly reporting and in development discussions.

Developing critical friendship approach was part of WWF's personnel plan on the financial year 2017–2018. It is also included in CEO's leadership service promise.

1.2 Objectives of the research & research questions

The need to develop critical friendship approach was identified when discussing the topic of this thesis with CEO and Communication Director of WWF Finland in spring 2017. My personal interest was to focus on a theme related to workplace communication and organisational culture.

In WWF Finland, there is cognitively diverse personnel with many different personalities and possibly ambitious attitudes towards conservation work. Diversity is a key to good

performance, but it can also easily cause conflict. The idea of respecting individual differences while still challenging each other to best performance is the corner stone for critical friendship. This concept of being critical friends to one another had been agreed and assumed to be in operation within WWF Finland. However, there was no common understanding on what critical friendship means internally and how it could be utilised in the best way.

The objective of this research is to define critical friendship and to explore how it can be developed and applied as an approach in WWF Finland. This thesis offers tools to understand and tackle challenges in interpersonal communication and to build an organisational culture that supports critical friendship.

The main research question is:

How to develop and apply critical friendship approach to workplace communication within WWF Finland?

Three sub-questions support the main research question:

- 1) What is a critical friend?
- 2) What is needed from employees to apply critical friendship approach within an organisation?
- 3) How can an employer support critical friendship approach in an organisation?

2 Interpersonal Communication

In this chapter, I introduce some key concepts or theories related to interpersonal communication, linked to critical friendship. These include communication competence, conflict management, emotional intelligence and dialogue.

2.1 Communication competence model

Sarah Trenholm and Arthur Jensen consider communication as a collective human activity. Communication can only occur when people are in relationship with each other and when they share meaning collectively. It enables people to act as a coordinated whole and it uses a socially agreed symbol system. (Trenholm & Jensen 2013, 6.)

Despite the necessity of communication, it does not always run smoothly. Trenholm & Jensen explain human interaction with a communication competence model. They define communication competence as “the ability to communicate in a personally effective and socially appropriate manner”. (Trenholm & Jensen 2013, 9.)

The model comprises of two layers: performative and process competence (Figure 2). Performative competence means the actions we can notice on the surface. For example, we see someone apologizing for another person. Process competence covers the things that must be known to perform but that are not visible to others. For example, recognizing when you should apologize someone, considering when is the right moment and how you should do it. (Trenholm & Jensen 2013, 9.)

Message competence is built on the process of coding and decoding messages, in other words “the ability to make message choices that others can comprehend as well as to attend to and understand the message choices of others”. Message competence comprises of three parts: 1) verbal competence, which means understanding the rules of the language and using it effectively; 2) nonverbal competence, the ability to convey content by processing and using nonverbal codes such as facial expression or physical appearance; and 3) listening competence, the ability to process and understand the messages that are sent to us. (Trenholm & Jensen 2013, 10-11.)

Interpretive competence, the process of perceiving, means noticing and understanding what is going on around you. It is “the ability to label, organize, and interpret the conditions surrounding an interaction”. This is especially important in interpersonal interactions.

The lack of this competence can make a person appear insensitive and negligent to surroundings and situations, saying the wrong things at a wrong time. (Trenholm & Jensen 2013, 10-12.)

Role competence, “the ability to take on social roles and to know what is appropriate behaviour given these roles”, defines if a person can meet the social expectations or not. This competence is tested when the norms we are grown to are not valid and we are not able to recognise the rules, e.g. when visiting foreign cultures or in totally unfamiliar situations and environments. The lack of role competence makes others perceive a person as rude or crazy. (Trenholm & Jensen 2013, 10,12.)

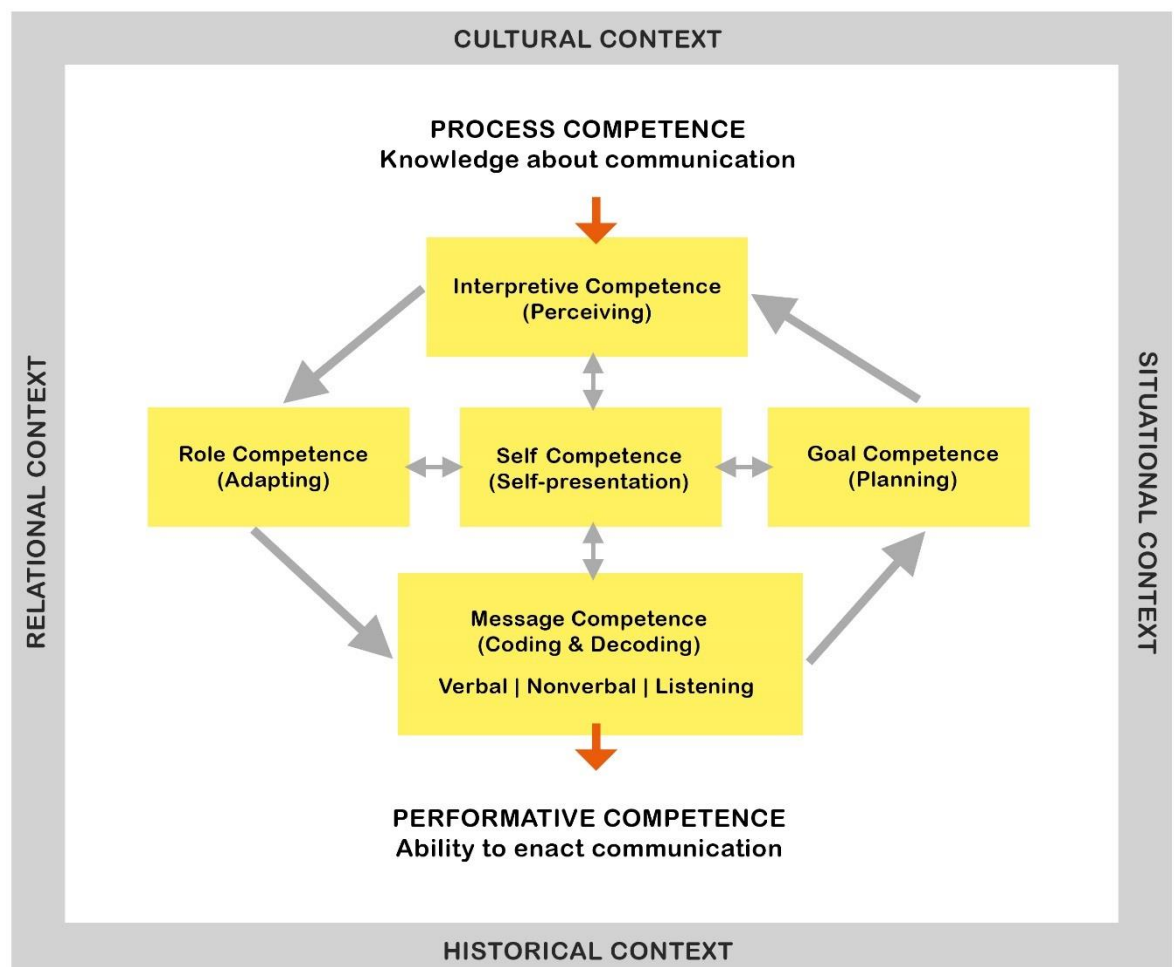


Figure 2: Communication competence model (Adapted from Trenholm & Jensen 2013)

To balance role competence and address individuality comes self competence, “the ability to choose and present a desired self-image”. This is based on a positive, healthy self-con-

cept, when you know who you are and who you want to be. When a person has developed a sense of individuality and personal communication style, it is easier to express thoughts and feelings and communicate consistently. (Trenholm & Jensen 2013, 10, 13.)

Goal competence means “the ability to set goals, anticipate probable consequences, and choose effective lines of action”. It works through a process of planning: to choose the right messages, you should know what you are trying to achieve and what kind of action will get you there. Without this competence, it is hard to get other people’s attention, frame arguments or make effective appeal. Poor strategic choices make a person seem awkward or offensive. (Trenholm & Jensen 2013, 10, 14.)

In the model, these individual communication competences are framed with four kinds of contexts: cultural customs, historical values, relational understandings and technologies. What works in one context, does not necessarily work in another. To demonstrate good competence, the context and its constraints should be taken into consideration. (Trenholm & Jensen 2013, 10, 14.)

According to Trenholm & Jensen, all five competencies are necessary for good performance in communication. However, knowing them does not yet make an individual a good communicator. Several factors, such as physical states, attitudes, beliefs, values or motivation can cause communication to fail. Individual strengths and weaknesses affect to success. Even though some people are more natural communicators than others, mastering communication skills require reflection and practice. (Trenholm & Jensen 2013, 18.)

2.2 Managing conflicts

Interpersonal conflicts arise when “the goals or actions of two people are interdependent but incompatible”. Poorly managed conflicts can leave us angry and destroy relationships. However, there are good aspect in conflicts also: conflict is a sign that there is a need for change, that people are involved in each other’s lives and care, and there is a possibility to confront and solve a problem. In conflict situations, hot emotions and biased perceptions cause difficulties in communication and this can make conflicts hard to manage. (Trenholm & Jensen 2013, 117-121.)

David Johnson’s conflict styles model (in Trenholm & Jensen 2013, 316) introduces five different ways to cope in conflict situations, reflecting to the importance of relationship and the importance of personal goals (Figure 3). People who want to achieve personal goals and don’t consider relationships important, are sharks, using the competitive or aggressive style. Those avoiding conflict altogether are called turtles. In disagreement, they use

avoiding and withdrawing style, retreating into their shells. Teddy bears, who think that relationships are more important than any personal goals, adapt to accommodating style. In the middle, both personal and relational goals at moderate level, are the foxes, using compromising style. Owls consider both relationships and personal goals highly important and thus seek a collaborative, problem-solving style. (Trenholm & Jensen 2013, 316-317.)

By default, a person can use one negotiation style more than others, but in different circumstances, choosing different conflict styles can become useful. (Trenholm & Jensen 2013, 317.)

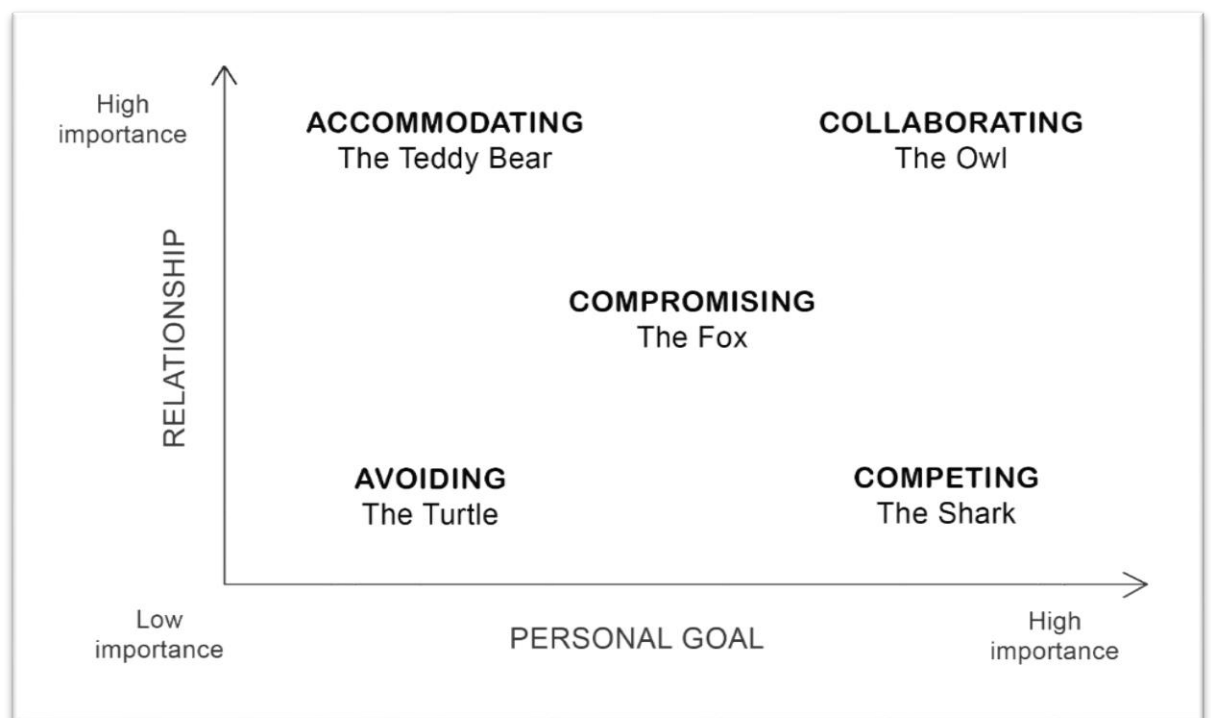


Figure 3. Conflict styles (Adapted from Johnson 1981)

In collaborative style, new solutions and alternatives to meet the expectations of all parties are looked for. This is the style that requires most interpersonal skills and sensitivity. Trenholm & Jensen suggest rules to co-operative problem solving: 1) diagnose your personal and relational goals, 2) make an effort to understand the other's interests and emotions, 3) realise that emotions may run high during negotiation and accept them as legitimate, 4) focus on interests, not positions, and 5) consider turning to third parties for help in negotiation. (Trenholm & Jensen, 317-320.)

Negotiating conflicts successfully in a problem-solving style requires social skills, self-control and regulating emotions. This is also the essence of emotional intelligence, that is introduced in the next chapter.

2.3 Emotional intelligence

Emotional intelligence is about how you manage yourself and your relationships with others. It provides a way to understand people's behaviour. In the Future of Jobs report by World Economic Forum (2016), emotional intelligence is presented as one of the top ten skills for employees in 2020.

Research on emotional intelligence is rather new. In their initial article, John Mayer & Peter Salovey defined emotional intelligence as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Mayer & Salovey 1990). Ten years later, the definition had refined to “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer, Salovey, & Caruso 2000 in Mayer, Salovey, Caruso & Cherkasskiy 2011, 528).

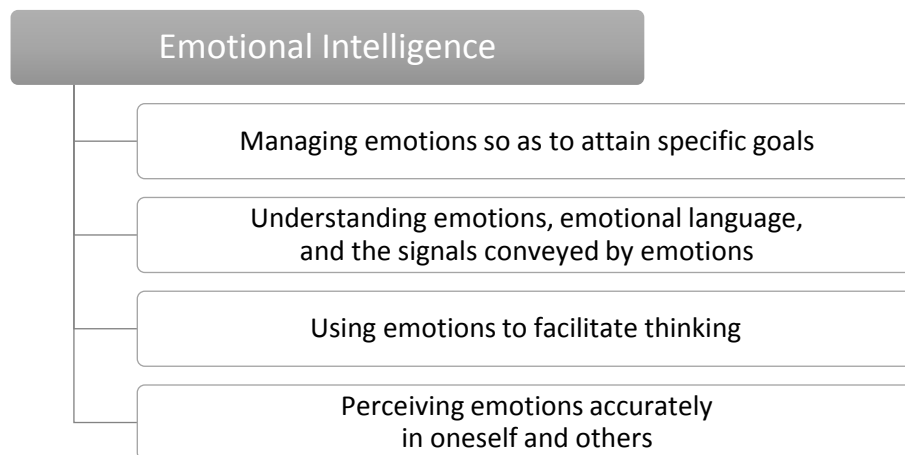


Figure 4. The four-branch model of Emotional Intelligence (Adapted from Mayer & Salovey 1997)

Mayer and Salovey present emotional intelligence as four branches: perceiving emotions, facilitating thought, understanding emotions and managing emotions. Branches are arranged from basic psychological processes on the bottom to more integrated processes on the top (Figure 4). The highest branch concerns consciously managing emotions to enhance emotional and intellectual growth. In the original, more detailed version of the model, there are several abilities specified under each branch, arranged based on development of skills. The most sophisticated box on the top-right corner presents “the ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey”. People

highly emotional intelligent are supposed to progress quickly through and master most of the abilities. (Mayer & Salovey 1997, 10-11; Mayer & Salovey & Caruso 2008, 507).

Emotional intelligence can be measured with a MSCEIT test (Mayer-Salovey-Caruso Emotional Intelligence Test) consisting of eight tasks, two for each of the four branches of the model. In their article “Emotional Intelligence. New Ability or Eclectic Trait?” Mayer, Salovey & Caruso summarise several studies indicating that high scores in emotional intelligence promote success in business life and leadership. For example, according to the studies, managers with higher emotional intelligence are better able to cultivate productive working relationships, to handle feedback or to engage on behaviour that is supportive to the goals of an organisation. (Mayer & Salovey & Caruso 2008, 507, 511-512)

Emotional intelligence has been widely popularised by Daniel Goleman. His model combining traits and skills introduces five domains of emotional intelligence: self-awareness, self-management, motivation, social awareness and social skill (Figure 5). Domains of emotional intelligence consist of 25 emotional capabilities that, according to Goleman, can be learned and developed. (Goleman 1999, 40-41.)

Self-awareness	Self-management	Motivation	Empathy	Social skills
<ul style="list-style-type: none"> • Emotional Awareness • Accurate self-assessment • Self-confidence 	<ul style="list-style-type: none"> • Self-control • Trustworthiness • Conscientiousness • Adaptability • Innovation 	<ul style="list-style-type: none"> • Achievement drive • Commitment • Initiative • Optimism 	<ul style="list-style-type: none"> • Understanding others • Developing others • Service orientation • Leveraging diversity • Political awareness 	<ul style="list-style-type: none"> • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Collaboration & co-operation • Team capabilities

Figure 5. Five domains of Emotional Intelligence (Adapted from Goleman 1999)

Personal competences describe how we come along with ourselves: how aware we are of our own emotions, preferences, resources and instincts; how well can we manage our emotions, desires or resources; and what emotional attributes guide or help us in achieving goals. Social competences describe how well we are able to understand other's emotions, needs and worries and on what level are we able to raise desired reactions in other people. (Goleman 1999, 42-43.)

Five domains of emotional intelligence are independent but in relation, building on each other. Emotional intelligence presents possibilities to learn and refine emotional competences that are useful in working life. Mastering one area of emotional intelligence does

not imply that you will also develop related emotional competences specified in the domain, e.g. managing social skills does not guarantee that you automatically have good cooperation skills or ability to lead. Goleman notes that also e.g. atmosphere of the organisation and individual interest to work can affect to development of emotional competences. (Goleman 1999, 40-41.)

According to Goleman, the secret to successful working life is having strengths in at least six emotional capabilities spread evenly in different domains of emotional intelligence (Goleman 1999, 41). Based on the research of nearly 200 global companies, he argues that in driving performance, emotional intelligence is twice as important as both intelligence quotient or technical ability. He also writes that in senior level, when comparing average leaders to star performers, nearly 90% of the differences in their profiles can be attributed to emotional intelligence factors rather than cognitive abilities. (Goleman 1998 in Harvard Business Review 2004).

Emotionally intelligent individuals can find it rather easy to engage in dialogue, which is the topic of the next chapter.

2.4 Dialogue

William Isaacs describes dialogue as the art of thinking together. He defines it as a “conversation with center, not sides” (Isaacs 1999, 19). According to David Bohm (in Senge 2006), the purpose of dialogue is going beyond any one individual’s understanding. In dialogue, complex issues are explored from many points of views. Bohm sees that in dialogue, group accesses a “pool of common meaning” and “people become observers of their own thinking.” The aim is not to win but to gain insight that cannot be achieved individually. (Senge 2006, 223-224.)

As Isaacs puts it, dialogue seeks to open possibilities and see new options, whereas discussion seeks closure and completion. Discussion is needed when making decisions: it is about finding the best arguments and producing the results. Bohm (in Senge, 2006) suggests that discussion is like a ping-pong game where the purpose is to win, to have your views accepted by others. Isaacs writes that in skilful discussion, we are able to defend our views and still take into account that we might not be right. (Isaacs 1999, 42, 45; Senge 2006, 223.)

According to Isaacs, there are four capabilities that a person needs to evoke a dialogue: listening, respecting, suspending and voicing. These capabilities are reflected to principles of participation, coherence, awareness and unfoldment. “In dialogue, people are not just

interacting, but creating together”, Isaacs says. In addition to respectfully listening to others, we need to learn how to listen to ourselves and our own reactions. It is a fundamental to see others as whole persons and legitimate and honour their boundaries. Suspending our opinions, meaning that we neither suppress our own views or try to convince others and win, but instead display our thoughts and feelings so that others can understand them, creates space for creative energy. Determination and self-trust are important to be able to speak your voice, to reveal what is true for you regardless of other influence. (Isaacs 1999, 83, 110-111, 134-135, 162, 174.)

3 Organisational Perspectives

This chapter introduces some key concepts or theories on organisational perspectives related to developing critical friendship. These include workplace communication, organisational culture, change and organisational learning.

3.1 Workplace communication

Communication happening in the work community has many names, such as internal communication, organisational communication or employee communication. In this thesis, I use the term workplace communication. Communication within a contemporary knowledge-intensive work community does not happen only at the workplace – it happens wherever the people of the organisation are present, at the office, on the commute, on business trip or when working from home; it takes place face-to-face, via digital devices, in corporate channels or through the media. Traditional division of internal and external communication is blending, as a blog post or media interview of executive can be relevant to work community or internal actions and events get audience e.g. in social media, shared by the members of the organisation.

In knowledge-intensive work organisations, the traditional linear process of communication is losing its validity. Communication is part of everyone's work. Operating environments of organisations have become fuzzy and future unpredictable, which makes information itself complicated and ambiguous. Relations between all employees and employers have become more equal and instead of certain people or groups acting as subjects and others as objects in communication, subjectivity is shared by all members of organisation. The relationships of managers and subordinates are more collegial than in traditional industrial work. There is more autonomy and less hierarchies. (Juholin 2007, 5.)

To serve contemporary knowledge-work organisations, where individuals work independently and cooperatively, Juholin introduces the paradigm of responsible dialogue. It considers communication as both strategic tool and essential in itself. The paradigm is "conscious about turbulent and complex environment, and therefore stresses the responsibility that is shared by the members of organisation". According to Cornelissen (in Juholin 2007, 6), communication is "no longer solely a management function but rather the intellectual capital of every knowledge-intensive organisation and therefore a function of everyone". (Juholin 2007, 6.)

Communicative Constitution of Organization (CCO) scholars view organisations as constituted “in and through human communication”. Communication establishes, composes, designs and sustains organisations instead of communication being considered as just one of the factors in organising. (Cooren, Kuhn, Cornelissen & Clark 2011, 1150, 1159.)

Three lines of scholarships have formed a base to CCO perspectives: 1) According to McPhee’s and colleagues’ four flow model, organisations are constituted by membership negotiation, reflexive self-structuring, activity coordination and institutional positioning. These flows come together to “produce and reproduce social structures that come to have an existence as an organisation”. 2) The “Montreal School” introduces the process of co-orientation, which occurs “as people ‘tune in’ to one another as they engage in coordinated activity”. Communication in co-orientation is established on conversation and text. Conversation here means a situated message change but also activity across communities of practice, whereas text is the substance upon which these conversations are formed. The self-organising loop of conversation and text lead to creation of collective identity and intention. 3) Luhmann argues that organisations produce themselves as systems, distinguishing themselves from their environment. Communicative events are at centre in this process, communication operating through selection of content, form and reason for their existence and the interpretation the message receives. (Cooren et al. 2011, 1155.)

Juholin (2007, 12) defines communication at knowledge-intensive workplaces more pragmatically:

Communication takes place in forums and the most important of which is the work place itself – whether real or virtual. The members of the work community work and communicate in the forums self-conductively and collegially. The purpose of the communication is to create conditions for working, to maintain and strengthen the community as well as to promote individual and common learning by responsible communication. The members influence the reputation of the organisation by their work and communication.

Juholin’s new agenda model for communication is built around communication forums, that are needed to participate in the work community (Figure 6). Forums combine different aspects of organisational communication, such as sharing big issues or topical information or creating the atmosphere. It gives weight to doing and learning together and sharing of the knowledge, and notes that reputation management is a responsibility for all members of the organisation. Communication is understood as a “reciprocal, dialogical and equal way of acting where passive objects are replaced by self-driven and active subjects”. (Juholin 2007, 11-13.)

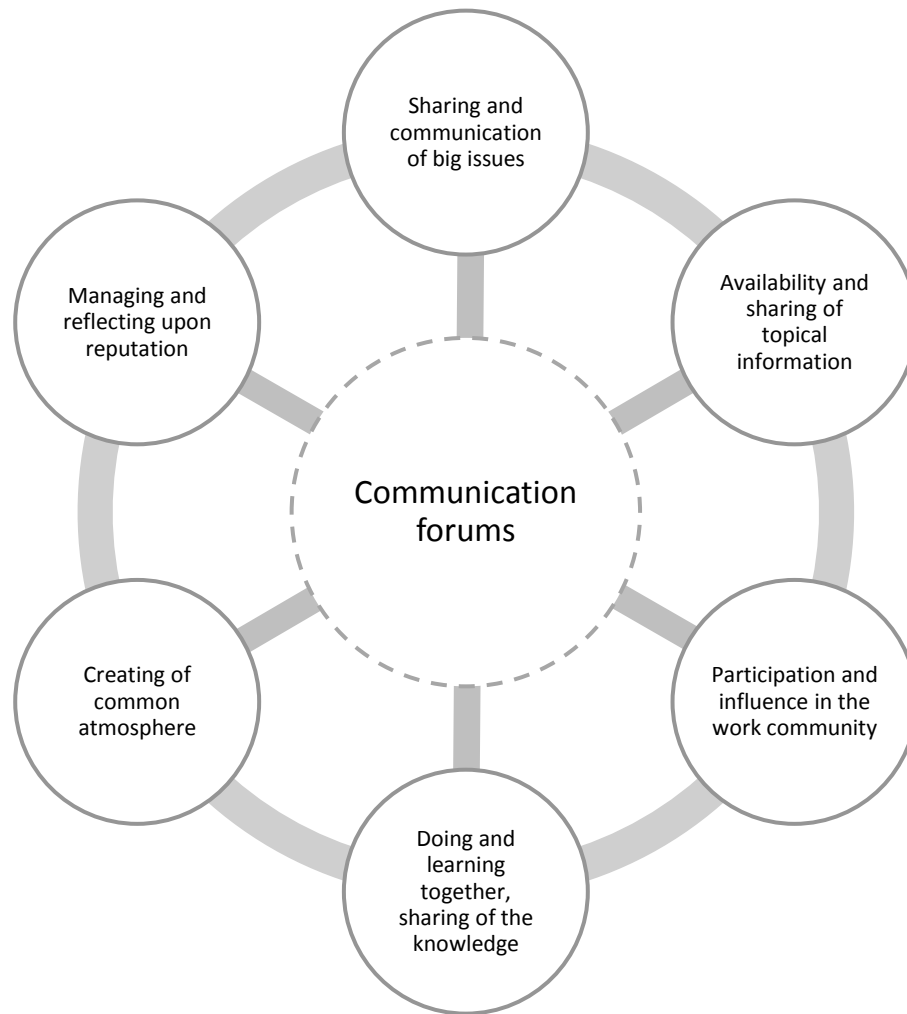


Figure 6. New agenda model of communication (Adapted from Juholin 2007)

Welch and Jackson view organisational communication as an instrument of management. They define internal communication as “the strategic management of interactions and relationships between stakeholders at all levels within organisations”. (Welch & Jackson 2007, 183.)

Internal communication matrix presents four dimensions on internal stakeholder communication: 1) internal line-management communication between line-managers and employees, 2) internal team peer communication between team colleagues, 3) internal project peer communication between project group colleagues and 4) internal corporate communication between strategic management and all employees. (Welch & Jackson 2007, 185.)

In the matrix, corporate communication is described as one-way communication from managers to employees. While dialogue and symmetrical two-way communication is identified important for the successful internal communication, it is not considered realistic to

implement as such in other than small organisations. Mediated communication can also be considered two-way when it meets the employee's need to know, and symmetrical communication in other communication processes encourage and offer means for upward critique to make management aware of what it is that employees need to know. (Welch & Jackson 2007, 185, 187.)

Welch & Jackson mention contributing to internal relationships and promoting positive sense of belonging when describing the goals of internal corporate communication. Quality internal communication foster commitment in employees. De Ridder (in Welch & Jackson 2007) argues that both task communication and non-task related communication have an impact on commitment. The role of non-task communication is especially important in building trust. Welch & Jackson write that quality communication creates trust and on the other hand, trust creates quality communication. (Welch & Jackson 2007, 189-190.)

Trust is a basic issue in forming workplace relationships and in building an open and safe organisational culture. Workplace communication is deeply in link with organisational culture, which is explained in the next chapter.

3.2 Organisational culture

Organisational culture is difficult to grasp. Cultures are complicated, emergent, not unitary and often ambiguous. Organisational culture can be described as a web of values, behaviours, stories, rules and metaphors, "socially created through the communicative performances of organisational members". (Miller 2015, 74-78.) Many times, culture is explained as the "way we do things around here", originally referring to an insight by Marvin Bower (1966) on building organisational philosophy. In this chapter, I introduce one theory on organisational culture by Edgar Schein.

According to Schein, organisational culture is phenomena below the surface that becomes visible in behaviour. He defines it as a "pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems". (Schein 2010, 14, 18.)

Three levels of culture include artefacts, espoused beliefs and values, and basic underlying assumptions. Artefacts are those structures and processes you can see or feel, such as architecture, language, pronounced values, ceremonies and observed behaviour and atmosphere. (Schein 2010, 23-24.)

Espoused beliefs and values refer to ideals and goals, ideologies or rationalisations. All groups face two problems they have to deal with: 1) survival, growth, and adaptation in their environment, and 2) internal integration that permits daily functioning and the ability to adapt and learn. When a group takes action to find a solution to task or problem, the outcome is observed together and determined whether the solution is a valid or not. A well-working and tested idea becomes transformed into shared value or belief and, if it continues to be successful, gradually into a shared assumption. In addition, those beliefs and values that work in reducing uncertainty and continue to provide meaning to group members, become nondiscussable assumptions. (Schein 2010, 18, 24-27.)

Basic assumptions are very hard to change. Workable solutions come to be taken for granted and prior hypothesis come to be treated as a reality. There is not much variation within social units, as these assumptions enjoy wide consensus that is a result of repeated success in implementing certain beliefs and values. Learning something different would mean destabilising our cognitive and interpersonal world and cause such anxiety that we rather continue perceiving the world as congruent with our assumptions, no matter how false they would be. "It is in this psychological process that culture has its ultimate power", Schein notes. Basic underlying assumptions unconsciously guide our behaviour, perception, thoughts and feelings. (Schein 2010, 24, 27-29.)

The essence of culture comes together in a coherent whole of rituals, climate, values and behaviours. Culture implies structural stability, depth, breadth and patterning or integration. It is an unconscious part of a group, covering all its functioning, and surviving even if some members leave or join the organisation. Basic assumptions on what is the appropriate way to relate to each other in a group is at the heart of every culture. (Schein 2010, 16-17, 149.)

Elements of culture are passed on to new members of the group in the process of socialisation. Through rewards and punishments, old members teach new members to perceive, think and feel in certain ways. Deeper assumptions are only revealed to newcomers when they have gained permanent status and are allowed into the inner circles of the group. (Schein 2010, 19-20.)

Different subcultures operate and interact within larger context of organisational culture. Functional units often foster subcultures based on similar educational backgrounds or shared tasks and experiences. People in different hierarchical levels or occupational communities generate their own subcultures. These subcultures share many assumptions of the organisation but have their own assumptions also. (Schein 2010, 55-57.)

Schein argues that in every organisation, there are also three generic subcultures. The operator subculture is based on human interaction and it holds the assumptions that the people that execute the tasks run the organisation. In the engineering/design subculture, processes and machines are the solution and people are perceived as the problem making mistakes. The executive subculture amongst top managers holds assumptions that mirror financial focus and self-image. Identifying and managing these subcultures and aligning them towards shared goals reduce destructive conflicts within organisation. (Schein 2010, 57-63.)

Changing organisational culture could be described as turning a very large ship: it happens slowly. Developing such an intangible and invisible phenomenon takes time and effort. Some models for organisational change are presented in the next chapter.

3.3 Change

Change is the one thing permanent: it never seems to stop. Today's organisations and the work itself is facing major changes in rapid speed, as the operating environment, working conditions, and customer and workforce behaviour change and evolve. Change operates through communication. As communication itself, change easily fails. Numerous change models aim to explain and offer tools for successful management of change.

In his model to transform an organisation, John Kotter lists eight steps of change: 1) establishing a sense of urgency, 2) creating the guiding coalition, 3) developing a vision and strategy, 4) communicating the change vision, 5) empowering broad-based action 6) generating short-term wins, 7) consolidating gains and producing more change, and 8) anchoring new approaches in the culture. Kotter argues that change takes time and not one step in the process can be skipped. (Kotter 1996, 20-23.)

Kotter's approach is rather straight-forward, seeing change as a planned and implemented top-down process of actions. Margaret Wheatley and Myron Kellner-Rogers have completely opposite approach. They view organisations as living beings and change being all there is. Change happens all the time, when someone or some part of the system notices something and decides to be disturbed by this. As this new information is circulated in the organisation, it gathers more meaning and might grow to be so important that the system cannot deal with it anymore, but it needs to change to make sense of this new information. It must let go of the old beliefs, structures, patterns or values and get reorganized in order to preserve itself. Wheatley & Kellner-Rogers emphasise that "people only support to what they create", encouraging change leaders to involve and engage whole personnel. Reviewing principles of life, participation is not a choice – when people

are involved in change, they create a future where they are already included. (Wheatley & Kellner-Rogers 1998.)

Muayyad Jabri introduces a holistic approach on managing change as ongoing phenomenon, focusing on the connections between process, social construction and dialogue. Change is learning, change is communication, and the other way around. Jabri argues that effective change requires a change programme and change agents to plan and sustain the efforts; that organisational resistance can be tackled by fostering dialogue; that language and communication have a crucial role in driving change. He gives weight to Weick's note on talking with active verbs instead of nouns: organising vs. organisation, communicating vs. communication, changing vs. change. (Jabri 2012, 8, 51, 219, 238, 253.)

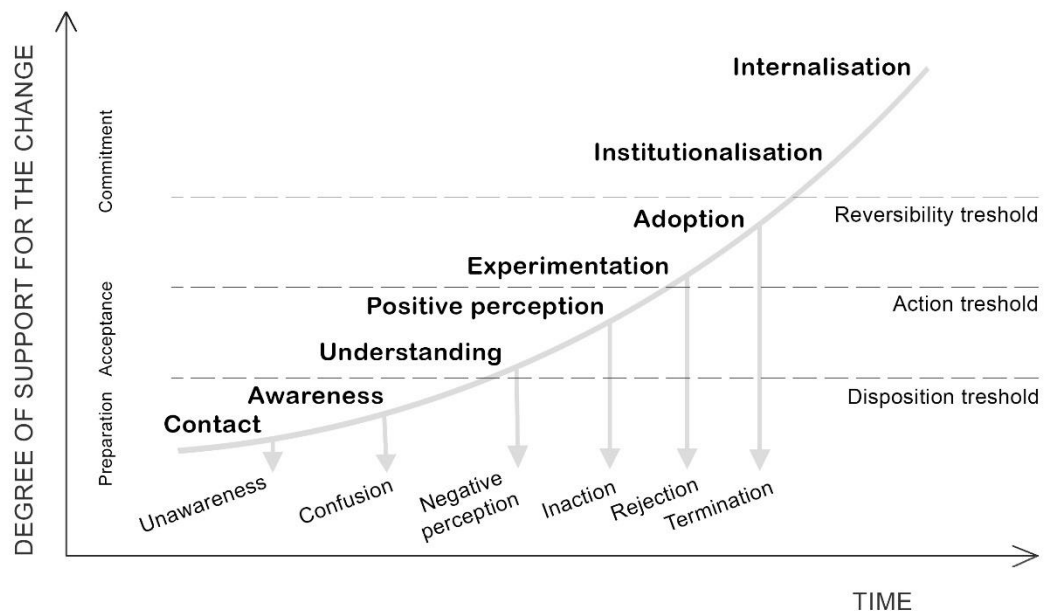


Figure 7. Stages of commitment (Adapted from Conner 2011)

There are numerous models rather similar to each other, called e.g. change curves, steps of communication or engagement levels, addressing different aspects of the same thing: the process of behavioural change. Daryl Conner's model of building commitment explains how the support towards change evolves during time in eight stages: contact, awareness, understanding, positive perception, experimentation, adaptation, institutionalisation and internalisation (Conner 2011.) Conner divides the process in three developmental phases, which are preparation, acceptance and commitment (Figure 7).

Adapted models are drawing more or less from the same idea, starting from becoming aware, building understanding and then achieving acceptance, commitment or belief, directing to action. Figure 8 presents one adaptation used e.g. by communication consultants on employee engagement. There are also models that evolve from awareness and understanding to acceptance and then commitment.



Figure 8. Levels of engagement (Adapted from Sherwood 2014)

3.4 Learning organisation

Peter M. Senge pictures learning organisation as “an organisation that is continually expanding its capacity to create its future”. Senge’s five disciplines describe attributes that are needed in order to become a learning organisation: systems thinking, personal mastery, mental models, building shared vision and team learning. These disciplines should be developed in assemble. (Senge 2006, 6-11, 14.)

According to Senge, mental models keep us from doing things differently. “New insights fail to get put into practice because they conflict with deeply held internal images of how the world works, images limit us to familiar ways of thinking and acting”, he writes. These models can be managed by mastering several skills: being aware of the gaps in what we say and what we do and then breaking the pattern, noticing when we jump to conclusions without testing the ideas, exposing what we normally do not say and balancing inquiry and advocacy to achieve collaborative learning. (Senge 2006, 163, 176.)

In individual behaviour, there can be a gap between espoused theory, a vision of how world should work, and the actual theory-in-use, a deeper mental model that guides a person’s behaviour. When the gap between one’s espoused theory and current behaviour is recognised, the potential for creative changes arises. Senge argues that theories-in-use are hard to see and the help of another person, “a ruthlessly compassionate partner”, can be valuable in developing skills. (Senge 2006, 177-178.)

According to Chris Argyris (in Isaacs 1999, 188, and in Senge 2006, 183), combining skills in advocacy and inquiry, in other words practicing “reciprocal inquiry”, creates a fruitful setting for learning and change. This means articulating your own views clearly and learning more about other’s views. William Isaacs looks balancing advocacy and inquiry from the perspective of dialogue. He explains it as stating what you think and why, encouraging

others to challenge our views and being open to the idea that you might be wrong. Senge argues that by bringing in views and arguments and data to a group to explore and asking clarifying questions without the need to win the discussion, learning can take place. He guides advocating your own ideas with reasoning, encouraging others to explore them and asking how their views are different from your own views. In inquiring others' views, Senge encourages to acknowledge assumptions and data. He also notes that questions should only be made when you are truly interested in the response. ((Isaacs 1999, 188-189; Senge 2006, 183-186.)

Regarding to team learning in organisations, Senge sees that there is a need to think insightfully about complex issues and “learn how to tap the potential for many minds to be more intelligent than one mind”. Team members are also in position of controlling restricting forces such as groupthink. Senge defines team learning as “the process of aligning and developing the capacity of team to create the results its members truly desire”. Team learning requires shared vision and individual talent, but the key factor is alignment: sharing purpose and understanding how to complement one another's efforts. The discipline of team learning involves mastering the practices of dialogue and discussion. (Senge 2006, 217-220.)

The skills generating learning organisation or dialogue are also crucial in critical friendship approach. Perspectives on critical friendship are on focus in the next chapter.

4 Critical Friendship

In this chapter, I introduce previous research on critical friendship and WWF's perspectives on the critical friendship approach.

4.1 Definitions and previous research

Critical friendship has its roots on educational world. Initially, it offered teachers and professors, working in classrooms isolated from peers, a way to receive feedback about their lessons to improve their work. In their article "Through the Lens of a Critical Friend", Arthur L. Costa and Bena Kallick (1993, 49) define critical friend as follows:

A critical friend, as the name suggest, is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend. A critical friend takes time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work.

Bloom et al (1956, in Costa & Kallick 1993, 49) emphasise that critique is not judgement but part of assessment, "the highest order of thinking". Critical friend provides a new lens through which learners can refocus on their work. Critical friendship is built on trust. According to Costa & Kallick, it requires a formal process including a conference, conversation and, in conclusion, writing down suggestions and reflections about the topic. They refer to critical friendship in educational situation in school system: in the classroom, in staff development or between administrators. (Costa & Kallick 1993, 49-51.)

In many studies and guidelines, critical friendship is described as a time-bound process and protocol between two or more trusted colleagues, based directly on Costa & Kallick's views.

National School Reform Faculty in U.S. promotes Critical Friendship Group® programme (CFG) and offers training to certified Critical Friendship Group coaches. The organisation underlines that in CFG context, "critical" means "important, key, essential or urgent" and it is never about criticising other people. CFG communities consist of 5-12 members who are committed to improve their practice through collaborative learning and protocols led by CFG coach, meeting monthly. (National School Reform Faculty 2012, 2014.)

In a Spanish case study "Critical friends: a tool for quality improvement in universities" by Andreu, Canós, de Juana, Manresa, Rienda & Tarí, it is recommended that critical friendship should be a formalised process included in university's quality plans. This would support convincing those teachers that are reluctant to change or see reforms as a threat, to

commit in improving and developing their work. The researchers listed eight factors they consider most important for success in critical friendship: 1) Creating atmosphere of trust, 2) defining what elements are required in the process, 3) setting clear objectives and assessment criteria, 4) feedback and discussion on the assessment, 5) offering value judgements only when required and accepted by the person assessed, 6) follow-up to check whether real improvement took place, 7) understanding and sharing the meaning of the word “critical”, and 8) being aware of potential constraints and problems that should be avoided, such as negative argumentation, weaknesses and strengths gone unrecognised, hurting other person’s feelings with wrong tone or saying too much, or the difficulty in creating a relationship of trust with a colleague with whom there is little contact. (Andreu, Canós, de Juana, Manresa, Rienda & Tarí 2003, 31-36.)

Delia Baskerville and Helen Goldblatt, two education advisers from New Zealand Ministry of Education, describe in their article the phases of their evolving critical friendship. They modelled the development of their relationship as a staircase, presented in Figure 9. Before taking a first step, they arrive with their work ethics, values, beliefs and attitudes of lifelong learners. Climbing the stairs, their relationship develops from professional indifference to tentative trust, reliance, conviction and finally to the phase of unguarded conversations. Arriving to the top step, the door for critical friendship opens. (Baskerville & Goldblatt 2009, 217-219.)

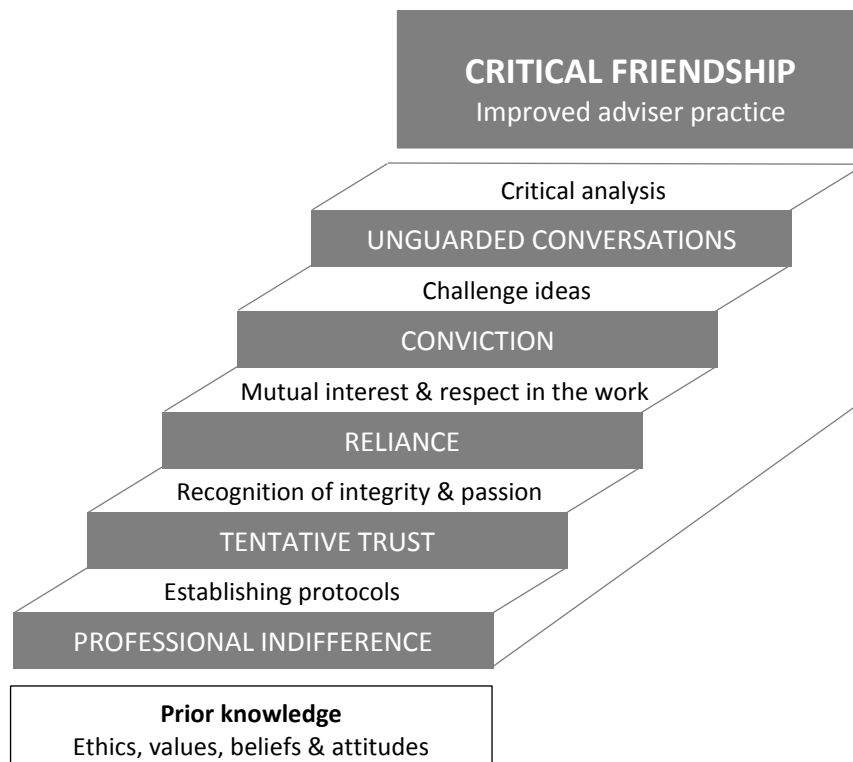


Figure 9. Developmental phases of critical friendship (Adapted from Baskerville & Goldblatt 2009)

In their article, Baskerville & Goldblatt refer to several studies on critical friendship. Achinstein and Meyer (1997) claim that there is “an uneasy marriage in the merger of critique and friend as ‘The traditional dichotomy and hierarchical relationship between friendship and critique makes the notion of critical friends hardly plausible’”. On the other hand, according to Watling, Hopkins, Harris and Beresford (1998) and Swaffield (2007), “critical friend provides an appropriate balance between support and challenge”, “the relationship being neither relaxed nor conniving but rather promoting productive analysis where trust, engagement and commitment need to be present”. Towndrow (2007) explores how critical friendship have supported teachers and researchers reach outcomes they would not have achieved working alone. (Baskerville & Goldblatt 2009, 207-208.)

Most of the research about critical friendship seems to be referring to educational institutions and professionals. I could not find many significant scientific articles about applying critical friendship on business context or wider organisational perspective.

However, in the research report “Critical Friends – The Emerging Role of Stakeholder Panels in Corporate Governance, Reporting and Assurance”, the attendants of stakeholder panels of a company are referred to as critical friends in the title and in the foreword of the report (AccountAbility and Utopies 2007, 1). The idea behind stakeholder panels links to critical friendship: seeing through another lens, building trust and improving the performance. Also, it seems that some companies name their stakeholder panel as Critical Friend Panel.

In the report, stakeholder panels are defined as groups of experts and stakeholders that the company has invited to explore its policies, actions and performance. The aim is to bridge the gap between stakeholder engagement and corporate governance. According to the study, both company and the stakeholders reported that participating in the panel improved their own learning and the ability to understand and influence various aspects of business in question. In the panel, they were able to solve issues that could not be tackled by involving in projects or negotiations within a lower level in the company. It is also mentioned that panels evolve over time as participants gain better understanding on the issues and build mutual trust. (AccountAbility and Utopies 2007, 2.)

4.2 Critical friendship in WWF's corporate relations

WWF works with companies typically in three different ways: to drive sustainability of business, to communicate and raise awareness, and through philanthropic relationships (WWF 2018a). Internationally, WWF describes itself as a critical companion to partners:

The Critical Friend. We aim to be a "critical friend" when helping partner institutions improve their practices and delivery. We provide our partners with trusted, solution-oriented support, and push them to do more for the environment; from improving the environmental safeguards on loans they give, to providing them with expertise on greening large-scale infrastructure projects. We hold our partners accountable for the commitments they make. (WWF 2018b.)

This critical friendship approach has been deployed in WWF Finland as a natural approach in corporate engagement and cooperation. Critical partnership is mentioned in WWF Finland's website, referring to principles of cooperation, with words "we want to be a critical partner to companies" (WWF Finland 2018).

In corporate relations and cooperation with other stakeholders, critical friendship approach has not been defined in more detail.

4.3 Critical friendship within WWF Finland

Critical, collaborative approach that is described as critical friendship is an assumed part of cooperating with private sector and other stakeholders in WWF Finland. It is important to note that not all employees work in cooperation with external partners or have prior experiences on critical friendship approach. The suggestion about being critical friends to each other within work community also was a short mention in the weekly meeting with not much further explanation. During years, critical friendship has been mentioned in internal dialogue every now and then, but prior to this study, no common understanding has been built on what it means between colleagues and how it could be applied and utilised in practice in everyday work.

5 Conducting The Research

In this chapter, I present an overview on how this research was implemented. The principles of action research are reviewed first. This is followed by going through data gathering methods and analyses. Action research process of this study is explained in detail. In the final subchapter, reliability and validity of this study is discussed.

5.1 Action research

This study is conducted as action research. Action research is a process of inquiry that develops solutions to real organisational problems by participating members of that organisation to find best solutions for the community, using different kind of knowledge, such as daily experiences of participants. The approach is collaborative and it “will have implications for participants and the organisation beyond the research project”. As the research develops, the focus may change. (Sounders, Lewis & Thornhill 2012, 183-184.)

Action research evolves in cycles. One cycle consists of four stages: identifying issues, planning action, taking action and evaluating action. Prior to these cycles, there is a need to understand the context and purpose of the project. (Coghlan & Brannick 2005, 22.) The action research process is depicted in Figure 10.

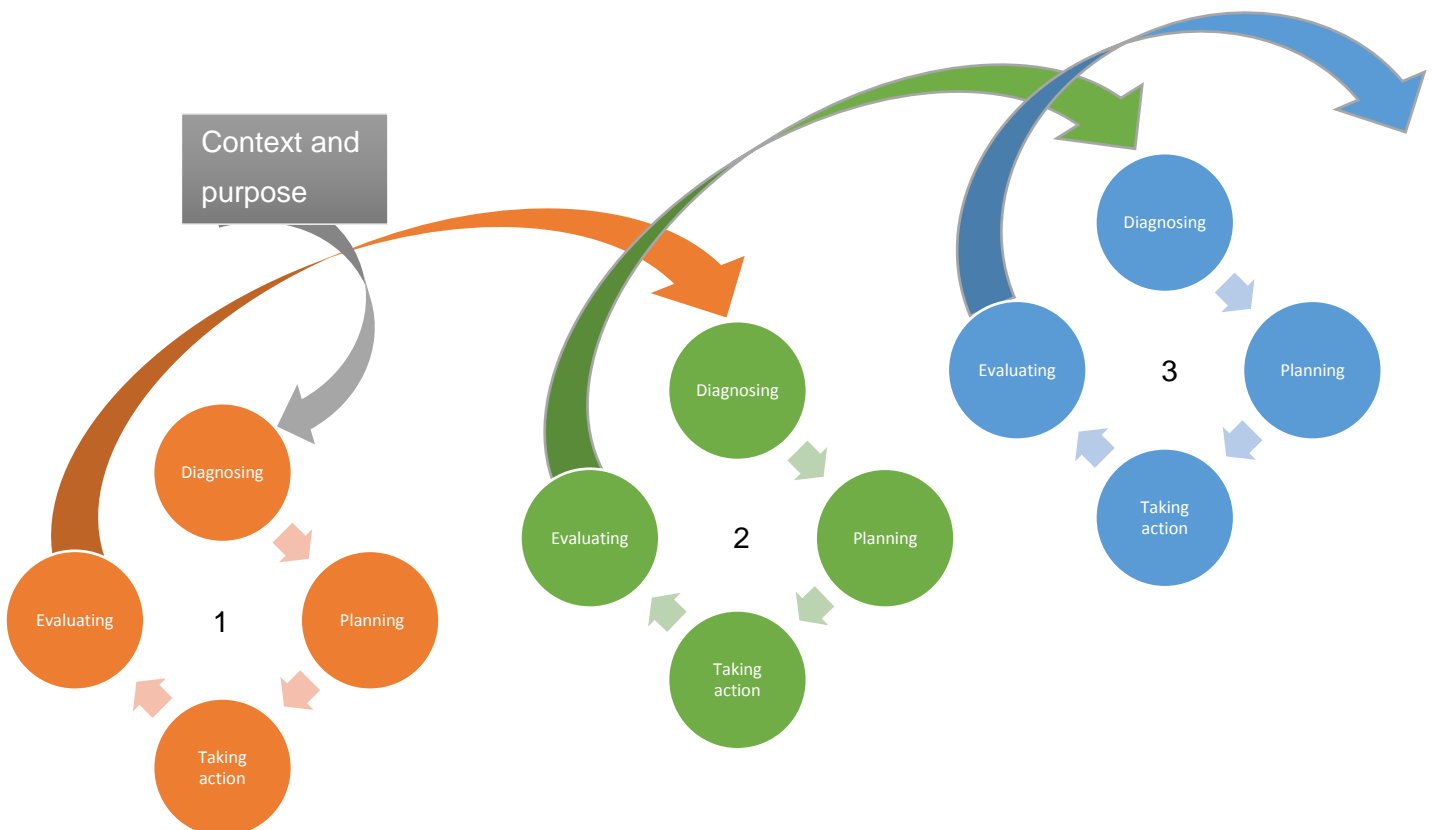


Figure 10. Process and cycles of action research (Adapted from Coghlan & Brannick 2005)

As a strategy, action research combines both data gathering and facilitating change. According to Reason (in Sounders et al. 2012, 184), action research can bring a bottom-up cultural change. Schein (in Sounders et al. 2012, 184) emphasizes that members of an organisation are more likely to implement change they have helped to create.

Coghlan and Brannick demonstrate four elements in action research. First, action research is “research in action rather than research about action”. It studies the resolution of social or organisational issues together with those who experience these issues directly. Second, action research is collaborative, democratic partnership, and the members of the organisations participate in the process. Third, it is research that is concurrent with action. Fourth, action research is both sequence of events and an approach to problem solving: “The desired outcomes of the action research approach are not just solutions to the immediate problems but are important learning from outcomes both intended and unintended, and a contribution to scientific knowledge and theory”. (Coghlan & Brannick 2005, 4.)

There is another cycle of reflecting and meta learning operating in parallel with the action research cycle. Zuber-Skerrit and Perry (in Coghlan & Brannick 2005, 25), call this thesis cycle. While doing an action research, you also reflect and evaluate how the action research cycles and the whole project are progressing and what you are learning from this reflection. It is learning about learning. This learning process enables action research to be more than everyday problem solving. (Coghlan & Brannick 2005, 25.)

Action research suited well to this study, as it is participative by nature and tailored to meet the needs of one specific organisation. I am working myself in the organisation in question, simultaneously conducting the study while being a member of the organisation. In this research, all employees are participating in action to develop interpersonal communication and organisational culture. Elements of change and engagement are part of the process and the study promotes organisational learning, exploiting every participant’s individual experiences and viewpoints.

5.2 Abductive approach

In this study, the research approach is abduction. The research is exploring a phenomenon, testing and modifying existing theories and locating them in a new conceptual framework. As deductive approach is building on existing theory and inductive approach is generating a new theory, abductive approach moves back and forth between these approaches, from theory to data and from data to theory, combining deduction and induction. Data is used to identify themes and patterns and to create a concept that will be tested again later. (Saunders et al. 144-145, 147.)

5.3 Collecting and analysing data

The data was collected using qualitative methods. Most of the data was gathered through a survey and several workshops. Internal data, such as values and guidelines, constituted the basis and a mirror for the development project. In addition, my own observations and discussions with colleagues contributed to this study. Data collection methods are presented in Table 1.

Initial mapping was conducted via online questionnaire. The results were exploited in designing the objectives and content of the workshops. The results of the first workshop also affected on two subsequent workshops. Also, my own learning throughout the action research process guided in evaluating the cycles and planning the next steps.

Table 1. Data collection methods

Method	Objective	Participants	Time frame
Survey	Initial mapping	All personnel	September 2017
Workshop 1	Creating understanding and defining critical friendship	All personnel	September 2017
Workshop 2	Tackling organisational barriers	Working group	October 2017
Workshop 3	Creating ground rules for critical friendship	All personnel	December 2017
Internal data	Reflecting critical friendship to e.g. WWF's values, guidelines and plans. Steering the development project, learning from colleagues and gaining insight.	Researcher, CEO, colleagues	During research

5.3.1 Survey

Initial mapping was conducted via survey. With digital Webropol questionnaire, it was possible to gather data from all employees while ensuring anonymity. The goal of the survey was to explore what employees think about critical friendship and what kind of interpretations different individuals have on the approach. Another objective was to find out how personnel feel about interpersonal communication and dialogue at the office.

The link to the questionnaire was sent via email to all employees except myself, the interns and the CEO. Response rate was excellent: 44 out of 47 employees responded to the survey (93,6 %). The questionnaire can be found on Appendix 1. The main results of the survey are presented in Appendix 2.

5.3.2 Workshops

Altogether three workshops were organised in September, October and December 2017. Workshop is a valid choice when it is important to engage participants in change: people are more likely to commit to the outcome when they are involved in creating it. It is also a working solution to bring together knowledge and creative ideas of a large group of people. My role in the workshops was to act as a facilitator and researcher.

Facilitation literally means making something easy. It creates an atmosphere where everyone can give ideas. Groups produce higher-quality solutions than individuals. According to Rogers, facilitation is about change. It also produces buy-in. (Rogers 2010, 5, 11.)

Facilitation fosters innovation in organisations as it helps specialists to combine their resources to find new solutions. With a creative problem-solving process, it is possible to redefine challenges, achieve new thinking and bring solutions into action. In the workshops, the attendants create the content. Facilitator helps the group to focus either on divergence, open-minded creation of ideas, or convergence, critical choosing. Divergence can be described as opening the door and convergence as closing it and this cannot happen at the same time. Facilitator acts as a neutral guide to the process. (Kantojärvi 2012, 10-11, 18, 25.)

The objective to Workshop 1 was to build common understanding on critical friendship. The group work focused on clarifying what are the benefits of critical friendship for individual and for the whole office, what elements improve critical friendship and what are the barriers, and what skills should every employee have to be able to act as a critical friend. Time frame was 2 hours and there were 46 participants. The plan of the Workshop 1 can be found on Appendix 3.

The objective for Workshop 2 was to collect ideas on how to tackle organisational barriers for deploying critical friendship. The brainstorm was carried out with a small group of colleagues. Time frame was two hours and there were seven participants.

In Workshop 3, the goal was to create ground rules for critical friendship. Time frame was two hours and there were 34 participants. The guidelines for group work in Workshop 3 can be found on Appendix 4.

5.3.3 Internal data

Results of The Great Places to Work survey draw a comprehensive picture of work satisfaction in WWF Finland. WWF Finland's internal documents, such as induction guide and personnel plan, were looked into as the research project proceeded.

International WWF values, WWF Code of Conduct and WWF Code of Ethics were reviewed and reflected to the goals and results of this study.

Several meetings with CEO took place to steer the development project and to discuss results and actions of the research cycles. Observation and discussions with colleagues during the project supported my own learning and helped with gaining insight e.g. in engagement, facilitation, research and critical friendship.

5.3.4 Analysing data

The survey results were analysed by exploring the findings and searching for similarities and differences in perceiving critical friendship, interaction and dialogue. Open answers were colour-coded and grouped to find key themes such as behaviour, feedback or working methods.

In the workshops, analysis started with discussions with the participants of the workshops and continued by me summarising and interpreting the results. The results of the Workshop 1 were discussed together with participants and then categorised to a comprehensive summary. In the Workshop 2, analysing was part of the common discussion and force-field analysis was conducted in the workshop. The data from Workshop 3 was analysed by grouping the results to key topics, reflecting them to previous data and finding meaningful connections.

Internal data was reflected to data gathered from survey and workshops, exploring the similarities.

5.4 Action research process

The research process began in August 2017. I wanted to engage the whole personnel in creating a shared understanding and a vision instead of implementing something I created by myself. As action research is an iterative process, I did not create a detailed project plan, but the process proceeded according to what was necessary to the progress. In the beginning, I prepared for a survey and the first workshop. Context and purpose of the study were discussed internally prior to action research cycles.

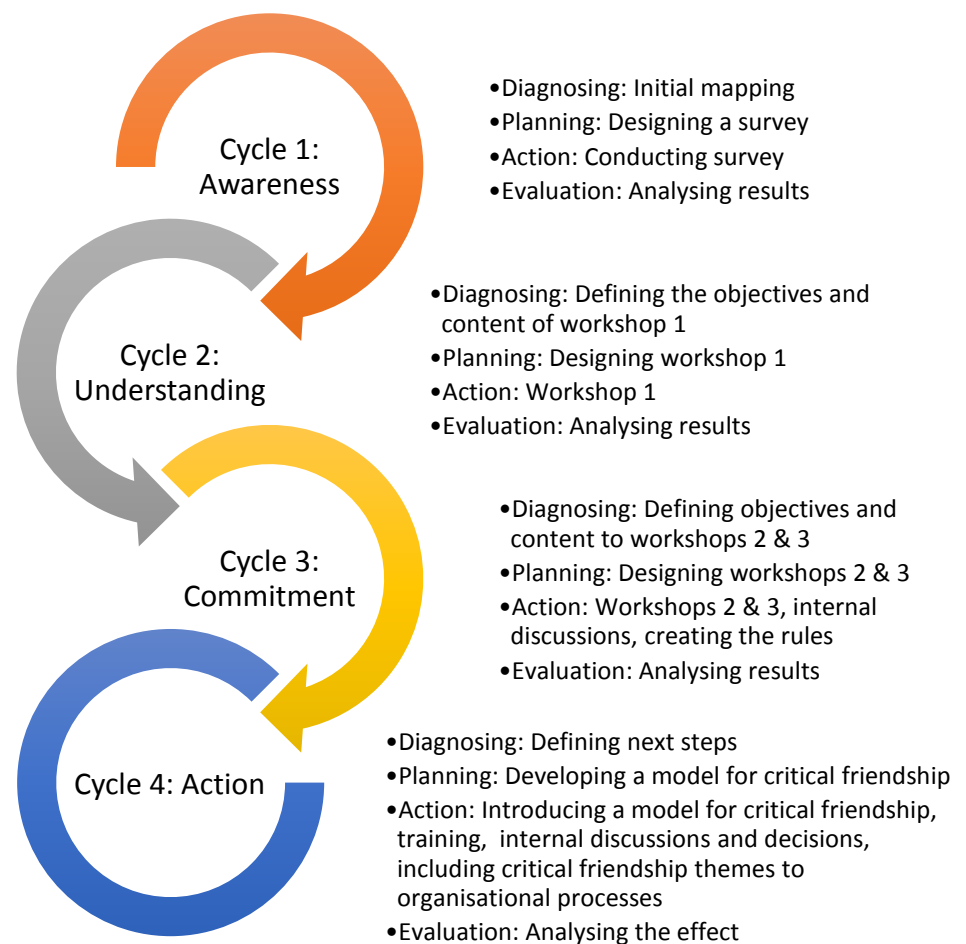


Figure 11. Action research process reflecting engagement levels model

In the process, two goals worked in parallel: creating a model for critical friendship approach and building commitment in personnel to adopt this approach. The action research process of this study is demonstrated in Figure 11. The cycles are presented reflecting four stages of engagement – awareness, understanding, commitment and action – described earlier in this thesis in Figure 8. In this study, taking action within the cycles consisted of actions to promote engagement, actions to model critical friendship approach and/or other development actions that emerged from the process.

5.4.1 Cycle 1: Awareness

To start with, it was important to map the views of the personnel regarding critical friendship within WWF Finland. This was done with a survey. The results were analysed and used in planning the next cycles. Some issues that rose from open answers were identified as to be dealt by management and they were brought forward to CEO.

In addition to setting a baseline, this phase was important in raising awareness about critical friendship and the development project amongst all personnel.

5.4.2 Cycle 2: Understanding

Cycle 2 consisted of arranging Workshop 1. When analysing the results of the survey, studying the facilitation techniques and planning the workshop, I realised that there is a need for another workshop later. It was not possible to start building a model or guidelines for critical friendship in such an early state of engagement. First, there was a need to raise more awareness and create common understanding about critical friendship and what it means in practice. I modified the content of Workshop 1 according to this learning.

The workshop took place in the autumn kick-off of WWF Finland in September 2017. The results of the survey were introduced in the morning and the workshop was carried out in the afternoon. People were divided in eight diverse groups, working with one of the four themes regarding critical friendship: 1) benefits of critical friendship to whole office and individuals, 2) improving critical friendship at the office, 3) barriers for critical friendship, and 4) skills needed to act as a critical friend. First, each group discussed the topic themselves. After this, two persons of each group made a critique visit to another group with different topic, discussing and questioning and giving new perspectives to the topic. In the next stage, the two groups working on the same topic were merged together. They presented their thoughts to each other and together modified the findings to be presented to the whole office. At the end, all the results on the conversations were presented and discussed together.

I chose the facilitation methods to meet many demands of the Workshop 1: relatively large number of people and limited time frame, sharing knowledge and creating common understanding, drawing together all the results of group work and being able to do some part of the work outdoors in the yard. Group work with a critique visit served well in a context where attendants were working with one topic (Kantojärvi 2012, 183). Critique visit also reflected the idea of critical friendship in the workshop, a practical rehearsal of the subject being explored.

To conclude the workshop, there was a quick mobile game with few easy questions. One question was, if people wish to start developing critical friendship together within WWF Finland. All the participants in the workshop answered “yes”.

I summarised the results of the workshop, analysed the results and used the information on planning the next steps of the research.

5.4.3 Cycle 3: Commitment

In the first workshop, several development needs were identified. First, it was agreed together that *ground rules* for critical friendship need to be created. Second, some *organisational barriers* for deploying critical friendship were identified. Third, the discussion that had started at the beginning of this development project about *the name* of the approach, continued. Fourth, the need for developing *individual skills* for critical friendship was brought up.

I decided to arrange an additional workshop (Workshop 2) with a smaller group to collect ideas on how to tackle organisational barriers. The constraints to time management, team structures and utilising everyone's skills were on focus. The brainstorm was carried out with a group of colleagues interested in developing organisational culture. First the participants thought about the ideas by themselves, then they developed the ideas further together with a pair and finally discussed the ideas as one group. The best ideas were selected via voting and discussion. They were observed through force-field analyses, collecting pros and cons and figuring out solutions to cons. This was necessary to develop the ideas to solutions that could be introduced to CEO and executives. The results of the workshop were presented in the executive committee meeting.

I selected the facilitation methods used in Workshop 2 to support the brainstorming and refining ideas in a small group. Me—we–us is a method that involves all attendants and shares the talent of also the quiet ones to the whole group. It works in both creating ideas and in selecting the best ones for further development. Force-field analyses, a method developed by Kurt Lewin, analyses the forces that promote or resist change or helps in analysing current system. (Kantojärvi 2012, 54-55, 91, 214.)

Two votes were arranged in weekly meetings to decide the name for critical friendship. Name suggestions were presented on the paper on the kitchen wall and via email. First, there was a vote for best new name suggestion and, a week later, a second vote between the best new name suggestion and the term "critical friend". First vote was arranged as a ballot and the second as a mobile poll. Those not present in the meetings could cast their vote directly to me. The vote was arranged during October and November, when people already had gained understanding on what critical friendship means. As the result of the vote, "critical friend" remained as a name for the approach.

Wishes on the training of skills were brought forward to CEO.

To create ground rules for critical friendship, I organised another workshop (Workshop 3) for the whole office. In addition to creating the rules, the goal was to commit to the rules. The event took place in the morning of the Christmas party on December 2017. People were divided to seven diverse groups. For the group work, I used negative brainstorming as a method. The groups first thought of what a critical group would be like, then continued about the features and behaviour of critical friend and finally developed rule suggestions for critical friendship. Groups then presented their rule suggestions to each other and the suggestions were discussed together.

The workshop was supposed to be wrapped up with forming a line in which people could have expressed their commitment to each rule. However, at this point, the design of the workshop did not work. There was still much work in tweaking rule suggestions and choosing the rules and as the time ran out, the rules were not completed or evaluated. However, people were expressing their commitment on supporting and promoting critical friendship. It was decided that I will modify the rules and bring them to common discussion later. I summarised the results of the workshop and started to work on the material.

I used several facilitation methods in the workshop 3. It started with ice-breaking by sharing a childhood address to the group – when you have said something aloud, it can be easier to open your mouth again later when the ideating begins. A short discussion using word cards set minds to think about the topic at hand to ease the start of the group work. I chose negative brainstorming as a technique to bring in humour to a festive day and also to let people reflect on possible bad experiences to be able to better focus on thinking about the good solutions next. In negative brainstorming, the idea is to maximise the failure and ensure that all goes wrong. It releases the atmosphere, reduces critique to the ideas and helps in detaching of the conventional solution (Kantojärvi 2012, 158-159).

Cycle 3 comprised of several different actions. Especially voting for the name and Workshop 3 worked in building commitment in all personnel, even though most of the people were very committed to the project straight from the beginning. Workshop 2 and presenting its results to executive committee strengthened the engagement in the group of specially interested colleagues that could act as change agents, and directors who can use their power to create favourable conditions and culture to support critical friendship.

5.4.4 Cycle 4: Action

After creating awareness, understanding and commitment on critical friendship, it was time to put the newly defined approach in action. Based on the results of the Workshop 3

and all the previous work and my own learning, I drafted a model and rules for critical friendship with a help of my colleagues.

The ground rules for critical friendship were introduced and discussed with personnel in February 2018. A visualised model reminding about the principles of critical friendship was designed, printed in large posters and placed on several spots at the office in May 2018. CEO instantly started to use the model in workplace communication, also. The model can be found on Appendix 5.

A paragraph explaining critical friendship and an appendix describing guidelines, feedback practices and some examples and ideas on critical friendship were included in the induction guide of WWF Finland. Material concerning this study was gathered in data bank available for all employees.

Themes of critical friendship were included in the specialist training that took place in spring 2018.

A question concerning critical friendship was included in quarterly reporting. Topics related to critical friendship were included in the instructions for development discussions.

More actions to support critical friendship with other organisational processes and tools were discussed with CEO but not conducted within the time frame of this thesis. Suggestions were made e.g. to introduce an internal social media channel as a new communication forum to support open dialogue in the workplace. Plans about working with critical friendship theme in the autumn kick-off of the office were discussed.

Engaging personnel to critical friendship approach and analysing the effects of this development project continues with internal practices within WWF Finland.

5.5 Reliability & validity

Reliability refers to whether a study would produce consistent findings if replicated with the same methods in a different research. It is a key issue on research quality. Reliability requires reporting the work in detail and in a transparent way. Several bias and errors can have affect to the results if not considered carefully. (Saunders et al, 192.)

Validity is another factor affecting to the quality of the study. Construct validity refers to whether the research measures what it is intended to measure. Internal validity explores if the research demonstrates a causal relationship between two variables. External validity

is concerned with generalising the findings to other settings or groups. (Saunders et al, 193-194.)

However, reliability and validity as such are often not applicable criteria in a qualitative study. The action research paradigm requires its own quality criteria (Coghlan & Brannick 2005, 27).

Reason and Bradbury (2001, in Coghlan & Brannick 2005, 27-28) name five questions to consider in action research: 1) How well does the study reflect the cooperation between the researcher and the members of the organisation? 2) Is the study progressing with constant iterative reflection as part of organisational change or improvement? 3) Does the study include plurality of knowing which ensures conceptual-theoretical integrity, extends ways of knowing and has a methodological appropriateness? 4) Does the study engage in significant work? 5) Does the study generate sustainable change as an outcome?

Rigour in action research refers to “how data are generated, gathered, explored and evaluated, how events are questioned and interpreted through multiple action research cycles” (Coghlan & Brannick 2005, 28).

To ensure the quality of this research, the design, the actions and the results of the study have been described in detail. The demonstration of the action research process and the findings presented in the next chapter of this thesis give answers to the key questions mentioned above.

Workshop is a creative, unique event with one-off results and many variables that cannot be replicated identically. Facilitating workshops includes surprises (Kantojärvi 2012, 16). The objectives and design of the workshops were planned carefully, and the results of the workshops have been documented and archived.

As in many cases regarding action research, a throughout assessment of the outcome of this study was not possible within the timeframe of this thesis.

Those conducting an action research in their own organisation face the situation in which they act as an insider-researcher in an organisation and as a subjective member of that same organisation. Previous knowledge about the organisation, i.e. preunderstanding, can be an advantage to a researcher but it can also turn a disadvantage as it is difficult to assess and critique a culture you are part of. When there is a struggle on behavioural and

identification dilemmas between different roles, you initially align yourself with your organisational role. (Coghlan & Brannick 2005, 61-62, 65.) Participation bias can affect to the responses of the participants and the researcher bias can affect in interpreting the responses (Sounders et al. 2012, 192).

During the whole research process, I have been aware of these threats and consciously reviewed the process and the results as objectively as possible.

6 Findings

This chapter discusses the findings of the study, presenting results of the initial mapping and the three workshops and exploring internal data. This chapter provides answers to the main research question as well as sub-questions. They are drawn together in the final subchapter summarising findings.

6.1 Survey: Initial mapping

In the survey, respondents evaluated critical friendship without definition, only based on their own views and experiences. 88% of the respondents knew that critical friendship approach is in use at the office. Giving and receiving feedback in good spirit and open discussion was pronounced in the answers referring to the question what critical friendship means at the office between colleagues. Many of the respondents described critical friendship also in wider perspective, including more dimensions. Below, there are some examples of the descriptions:

"We can give and receive feedback (positive/negative/constructive), discuss about opinions and disagree without quarrelling."

"Respectful and intellectually high-quality discussion, in which your own ego and status is not in main role, but curiosity and versatile reviewing."

"The purpose is to act 'positively as a mirror' and bring forward viewpoints that might have gone unnoticed with your colleague and that could, if payed attention to, improve the practice."

"Critical friend spars, challenges and demands good argumentation from others. Ze also himself reasons hir views well and is open to change hir own views."

There were also some notes on challenges or development needs. The word "critical" got critique and it was argued that critical friendship approach was not always used in an appropriate way at the office. The need for emotional skills was also brought up. Below there are some examples of the responses:

"The word 'critical' needs a definition agreed together. In the everyday language at the office critique is addressed in such a way that it almost invariably means something negative."

"Critical friendship requires emotional skills and emotional regulation along with it."

"'Together Possible'* attitude should be included. If we are ready to point out weaknesses, we should also be ready to support each other to correct them."

[*Note: 'Together Possible' is WWF's global brand statement]

In general, critical friendship was evaluated to have positive impact. More than 70% of the respondents saw that the impact is very positive or positive on most of the reviewed attributes, such as learning, utilising and sharing talent, building trust, improving work results or giving and receiving feedback. Critical friendship approach was assessed least beneficial on solving disagreements. 20% of the respondents thought that the impact is negative and another 20% thought it is neutral. Solving disagreements was the only attribute in which the impact of critical friendship was considered negative in such high percentage.

There was a lot of dispersion on the question about hierarchies and who is able to be a critical friend to whom. Hierarchies and job descriptions can affect to critical friendship in several ways. It is difficult to give supportive feedback if you need a certain expertise of e.g. conservation issues to contribute. Also, team construction, hierarchy, power relations and personal relations can affect to how you feel about being a critical friend to a certain person. It would have been useful information to see if the barriers for critical friendship are in link with professional knowledge, organisational structure or individual relations and personalities. A follow-up question would have been necessary to gain more information about the reasons.

Most of the personnel felt that they have good ability to regulate emotions in difficult interaction situations. Majority of the respondents also saw that giving or receiving constructive feedback causes no tension. However, 25% of the respondents felt that they have trouble acting calmly in situations in which conflicting views with colleagues rise negative feelings in them. 25% thought that they don't find it easy to put themselves in someone else's shoes and looking at things from colleague's point of view. In addition, more than third of the respondents assessed that they do not have enough tools to cope with conflicts where they are involved themselves. The need to pay attention to soft skills and regulating emotions rose up in discussions again later in Workshop 1.

Few of the respondents assessed that they are not good in receiving critical feedback even if it was presented in a constructive way. Some individuals felt that giving critical feedback or improvement ideas easily leads to conflict. The numbers on these answers are very small, but it is still significant to point these out. Individual behaviour easily affects to the atmosphere of the whole office or those people involved in a situation and individual emotions quickly affect to emotions of others.

Almost 70% of the respondents agreed or somewhat agreed with the statement “I myself am a good critical friend to my colleagues”. This was before creating common understanding about critical friendship and designing the ground rules for the approach. In the workshops, there was a lot of discussion about what is good behaviour at work.

The results of the survey support the idea that most of the personnel have a good attitude to promote critical friendship, but the need to develop individual skills is also acknowledged.

6.2 Workshop 1: Common understanding

In the first workshop, the work focused on benefits of critical friendship to whole office and individuals, improving critical friendship at the office, barriers for critical friendship and skills needed to act as a critical friend.

Several benefits on critical friendship were identified. For example, critical friendship supports decision-making by improving the process and bringing in comprehensive perspectives, which makes decisions more valid and justified. It also helps with preparing issues and creating ideas. Critical friendship improves personal development e.g. through broadening thoughts and understanding own weaknesses and strengths of others, fostering empathy and enabling continuous learning. In addition, it offers a practical operating model and tool for actions. Appreciating the work of others leads to ease and efficiency. When critical friendship works, it typifies trust.

Regarding to improving, a need for ground rules for critical friendship was identified. It was discussed that knowing each other better beyond team structures helps in being a critical friend. Also, an understanding on best practices giving feedback would improve critical friendship. A need for training on interpersonal communication in work community came up. In addition, it was discussed that there is a need to consider what habits and practices needs to be changed because of the growth in the number of personnel. Several development ideas, such as improving the yearly planning process to improve dialogue between teams and agreeing on best practices on email communication, were considered.

Barriers to critical friendship could be divided in three main topics: lack of trust, lack of skills and lack of enabling working culture. Feeling safe and secure is crucial to critical friendship approach. Individual histories affect to trust in personal relationships. Thus, joint commitment and ground rules for critical friendship are needed. Active listening and two-way discussion, giving and receiving feedback and emotional skills were brought up as examples for needed skills. Lack of time and common forums, team structures and the

need to get a permission to involve others or get involved were identified as organisational barriers. In addition, it was discussed that the word “critical” is generally interpreted as “bad” and there is a need to emphasise the word “friend” or to create a new name for critical friendship.

Lot of details was brought up in the discussion about necessary skills, giving and receiving feedback being in main focus. Attitude and own behaviour was identified as something that each person can choose to influence. Listening skills and the ability to regulate emotions were considered to be a foundation for critical friendship. Training to strengthen individual skills was called for.

6.3 Workshop 2: Organisational barriers

In the second workshop concerning organisational barriers, the constraints of time management, team structure and utilising everyone’s skills were on focus. Five solutions for development were created: skill bank, brainstorming projects with open invitation, adding time block to common affairs in the yearly planning process, extending fruit break to fruitful break, and reconsidering office design. In addition, the thought of internal social media as new internal communication forum came up in discussions. The ideas are presented in Table 2. I will describe each development suggestion in turn.

The idea of skill bank emerged in each of the groups. Skill bank would help to communicate and utilise hidden skills and abilities beyond job description. Individuals could inform the skills they have, they wish to learn, things they enjoy doing or topics they and are especially interested in. Skill bank would support professional development and motivate to use your abilities also in other matters than strictly those on your own job description. Using colleagues’ talent and getting new ideas would bring better results and the right skills could be utilised at the right time. This would also be cost-effective. To work properly, skill bank needs administration and communication. Skills should be defined clearly to avoid false expectations. People can give information on their skills on voluntary basis and they can share talent according to their own schedule. However, there should be a time reservation for common affairs included in yearly planning process to be able to share talent. People could also inform what they wish to learn more, and these topics could then become shareable skills later.

Table 2. Selection of solutions to tackle organisational barriers for critical friendship

Solution	Purpose	Note
Skill bank	Helps to communicate and utilise hidden skills and abilities beyond job description. Supports professional development.	Voluntary. Skills should be defined clearly to avoid false expectations. Needs administration and communication to keep up to date and in use.
Brainstorming projects	Critical reviewing in the beginning of projects, when it is possible to reconsider all the elements. Brings in more views in the right time.	Management's support, good communication and time management needed.
Developing yearly planning process	Adding time block for common affairs in the yearly planning process. Brings the permission to involve others and attend yourself.	Planning process needs to be clarified. Superior's support in keeping individual boundaries is needed to avoid overload.
Extending fruit break to fruitful break	Extension to the fruit break with free discussion on a chosen topic. A new forum for open discussion and sparring.	Calendar invitation and conceptualising the event.
Reconsidering office design	The office space itself encourages to new ways working and brings together people from different teams.	Sensitive issue, needs to be discussed openly and identify who is in a need of an own working space and who is able to work flexibly.

Another solution was to make projects open to suggestions and critical reviewing in the beginning, when it is still possible to reconsider most of the elements of the project. Discussion would bring in more views in the right time. In addition, this was seen as a tool to gain more information on what is being done at the office and engaging superiors to the thought of sparring together being part of the working process. Management's commitment, good communication and appropriate planning of the working hours was seen crucial to gain the benefits of this solutions.

The third solution was to reserve time for common affairs in yearly planning process. It emphasised the thought that common affairs should be considered as part of the work instead of additional work. The lack of time was identified as the main problem that should be tackled. To be able to involve in common affairs, there should be time reserved to common affairs. Adding time block for common affairs in the yearly planning process would give the permission to involve others and attend yourself. It was also discussed how common matters might not be considered important – if you can attend, this might be perceived in a way that you are not busy enough with your real work. The time block in the plan for common matters would emphasise their importance. It would be a commitment made together. Careful time management and superiors' support in taking care of individual boundaries was seen important in avoiding work overload. It was also stressed that the yearly planning process is unclear, and it needs to be improved and streamlined.

Fruit break on Tuesdays is a new practice at the office and the idea was born that it could be developed further to fruitful break. There could be an extension to the fruit break with free discussion on a chosen topic. This could offer a new forum for open discussion and sparring. The need to make a calendar reservation about the break at a fixed time instead of sending email whenever the fruit arrive was identified. The topic of the fruitful discussion should be communicated in advance, also.

One solution was reconsidering office design. The seating plan at the office is arranged so that the teams sit together. The group discussed that the number of personnel is increasing and the need for different working areas would support the work. The office space itself could encourage to new ways of working and bring together people from different teams. There already are spaces for quiet individual work and phone calls, but e.g. more versatile spaces for free chatting and ideating or project rooms could be useful. It was also questioned if everyone needs on own desk. It was identified that personal working space is a sensitive issue and this topic should be discussed openly with all personnel together. Lack of space should not be a problem, since it is a rare moment that everyone is at the office at the same time. More efficient use of space is possible, but first there is a need to find out who is in a need of a personal working space and desk and who is able to work more flexibly.

One of the barriers identified in the first workshop was the lack of common forums. This was not discussed as such in the Workshop 2, but e.g. fruitful break could create one new forum for dialogue. As one additional communication forum, I suggested to executives that internal social media should be considered as a new channel for internal discussion. This also came up in the group discussion in this workshop, even though it did not end up in suggestions. There have been some mentions on this topic on recent years, but currently there is not internal social media in use at the office.

6.4 Workshop 3: Ground rules

The third workshop focused on creating ground rules for critical friendship. As a result of the groupwork, there were altogether 26 rule suggestions to begin with.

In discussion about the rule suggestions, some premises to critical friendship were identified. The first was common goal: with critical friendship, the aim is to work together towards WWF's objectives. Another premise was that critical friendship is based on interaction. There was a lot of discussion on behaviour, interpersonal communication, listening and feedback. A need to create some practices for feedback was noted again. Some rule

suggestions or themes that received a lot of support were already developed further in the workshop.

I collected all the rule suggestions, grouped them by themes and reviewed them in parallel to the results of previous workshops and initial survey, reflecting to the discussion in this workshop. Based on this analysis and also reflecting to my own learning and to the literature discussed within this thesis, I edited the material to 7 ground rules and 4 feedback practices. These were assessed and refined first in a small group and then discussed with all personnel.

As a result, the ground rules for critical friendship approach were defined as follows:

- 1) My goal as a critical friend is common good.
- 2) I am present. I listen, I ask, and I want to understand.
- 3) I engage in open conversation and justify my views. I give space to others.
- 4) I behave friendly and appreciatively.
- 5) I give and receive feedback. I follow common feedback practices.
- 6) I recognize my own feelings and, if necessary, I regulate those feelings.
- 7) I consciously promote good working atmosphere.

The feedback practices were defined as follows:

- At first, I consider: Is this relevant? How and when will I give the feedback?
- I take care of that my feedback is helpful to the recipient.
- I formulate my feedback in a reasoned, constructive and friendly way. I give concrete examples.
- I remember to give a lot of positive feedback in everyday work.

I drafted the ground rules in such a way that they describe critical friendship from various viewpoints that were repeatedly considered relevant in evolving discussions during the development work. As critical friendship approach was understood a more profound concept than merely good behaviour or feedback, this needed to be articulated in the rules as well. The completed model brings forward what was considered most essential.

Using first-person present-tense emphasises the idea that critical friendship approach is dependent on myself and each individual and it materialises in passing moments of interaction. Ground rules suggest that being a critical friend can be a conscious choice.

A visualised model about ground rules for critical friendship was designed to make the rules more presentable, communicable and appealing (Appendix 5). The model was brought into use in workplace communication right away.

In addition to these results, one finding from this workshop was that people were already very committed to critical friendship and to the outcome of this development project.

6.5 Internal data

During the research, it became clear that many dimensions on critical friendship mirror WWF's way of doing things and are even included in WWF's internal guiding documents. Critical friendship approach could be one way on implementing some of the ideas and concepts given in these documents, supporting them become even more alive in daily work at the office.

The first chapter of WWF Code of Conduct (WWF 2015) is about respecting colleagues, putting emphasis on mutual support, embracing diversity and prohibiting anti-social behaviour. WWF's ethical principles determine how WWF's employees interact in the world and the principles also guide the behaviour towards colleagues. The third principle is to seek dialogue, which is in the heart of critical friendship and learning organisation. This statement in WWF Code of Ethics (WWF 2009) echoes well with the principles of critical friendship:

We will at all times respect the rights of our colleagues, welcome the strengths of our differences, enjoy the richness of diversity, treat each other with dignity and respect, encourage teamwork and collaboration, foster an atmosphere of candour and openness, whilst always condemning all forms of discrimination and political manoeuvring.

Also, pursuing critical friendship to achieve common goals supports WWF's values by e.g. sharing insights and fostering learning. The values of WWF are Knowledgeable, Optimistic, Determined and Engaging.

According to Great Place to Work study, which measures organisational culture on dimensions such as credibility, equity, respect, pride and team spirit, WWF Finland has excellent scores on employee satisfaction. The latest survey is from 2015, in which the trust index was 93%. Trust index is the average of all answers, 100% being the best score. According to the survey, 98% of the employees felt that, as a whole, WWF Finland is a very good place to work. Excellent results set good prerequisites for this study: people were happy in getting involved in developing critical friendship. Employees answered the questionnaire in great number and participated in the workshops actively, working with good motivation towards to objectives. The action research process described earlier in this thesis would not have been successful without engaged employees, their positive attitude and a considerable level of mutual trust.

The induction guide of WWF Finland states that the organisational culture in WWF Finland is based on trust and it is open and informal. Activity and initiative are encouraged to build

“the best place to work for us”. Good working climate is seen as a corner stone to effectiveness and enjoying work. All employees are expected to commit to common practises to develop good working atmosphere, e.g. to trust each other and to be trustworthy, to respect each other as people and personalities and to behave in a non-offensive way. The work of every employee is considered important and the work gets done in true cooperation. (WWF Finland 2016.) Most of these practices – trust, respect, appropriate behaviour and cooperation – also connect to critical friendship.

Several discussions with CEO and other colleagues took place during the research.

6.6 Summarising findings

This study gives comprehensive answers to research questions in relation to the case organisation WWF Finland. Main question was “How to develop and apply critical friendship approach to workplace communication within WWF Finland?”. To understand this problem better, there were three supportive questions: 1) What is a critical friend? 2) What is needed from employees to apply critical friendship approach within an organisation? 3) How can an employer support critical friendship approach in an organisation?

According to the findings of this study, critical friendship approach supports WWF’s way of working, which is built on trust and mutual respect. To work properly, critical friendship requires individual skills and enabling working culture. The approach is a mixture of personal skills and commitment and encouraging organisational culture.

The process and the outcomes of this development project built a good foundation to apply critical friendship approach to workplace communication in WWF Finland and to develop the approach further. In response to the main research question, creating awareness, understanding, commitment and action is the key to bring critical friendship approach alive in the organisation. In practice, this means e.g. defining critical friendship, creating a model for the approach, considering and tackling organisational and individual barriers, ensuring management support and including critical friendship in organisational processes. Workshops are an excellent solution to drive change and to build commitment in the whole organisation.

In the future, CEO’s will to continue supporting critical friendship approach and utilising the model in organisational development and workplace communication may foster continuity and permanency and support in rooting critical friendship into organisational culture. In addition, developing employees’ skills on interpersonal communication and emotional intelligence provides capabilities to apply critical friendship approach.

In response to sub-question 1, critical friend shares his talent and supports colleagues in order to get better results, to achieve goals and to learn. Critical friendship works through dialogue and feedback, with asking questions and listening, with analysing and justifying views, with challenging thoughts and giving support in finding solutions. At the heart of critical friendship approach are individual communication competence skills and emotional intelligence.

Individual differences affect to personal sensitivity and the ability to regulate emotions or to communicate appropriately. Relating to sub-question 2, a need to strengthen individual skills on three topics regarding critical friendship in WWF Finland was identified in this study: 1) interpersonal communication in work community, 2) developing soft skills and regulating emotions, and 3) giving & receiving feedback. To apply the approach, employees might need to adjust their behaviour to act as critical friends and consciously follow the ground rules created together. Through self-reflection and feedback, employees can identify their personal development needs and start to strengthen their individual skills on critical friendship.

Critical friendship approach aims for common goals and it is based on interpersonal communication. In response to sub-question 3, WWF Finland can support critical friendship e.g. by creating processes and practices to promote this approach, by offering training in related skills and competences, and by strengthening the atmosphere of trust and togetherness. Ground rules for critical friendship help in utilising the approach in daily working life. Paying attention to organisational barriers such as lack of time and lack of common forums can help in building even better conditions for employees to apply critical friendship.

7 Conclusions

In the era of robotization and transformation of work, skills that call for some human touch are becoming more and more important competences. According to Future of Jobs report by World Economic Forum (2016), complex problem solving, critical thinking and creativity are the three most valuable work-related skills needed in 2020. Also e.g. coordinating with others, emotional intelligence and cognitive flexibility all fit in the top ten skills in the report. This scenario, presented in Figure 12, highlights the importance of critical friendship approach and the skills that are required in being a critical friend.

Top-10 Skills in 2020	Top-10 Skills in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity

Figure 12: Top 10 work-related skills in 2020 (Adapted from World Economic Forum 1996)

People skills, even though often referred to as soft skills, are not that simple. The way two individuals perceive and interpret the same situation or sentence or gesture, can be quite opposite. Someone can consider a certain behaviour direct and sincere, while someone else finds it impolite or even offensive. There are as many truths as there are individuals. It is interesting to see the transformation if humans start to use more and more technical solutions to measure physical reactions to interpret and understand emotions and motivation of oneself and others. Perhaps there will be technology that will help us become better with human interaction in the future. Meanwhile, understanding features of interpersonal communication can help in building dialogue and nurturing relationships.

Several studies suggest that diverse teams perform better due to multiple ideas, perspectives, knowledge and backgrounds. However, diversity can also cause conflict and misunderstandings, especially when different backgrounds bring together different norms and beliefs. (Coote Martin 2014; Rock And Grant 2016; Hunt et al. 2018.) In tackling this challenge, mastering dialogue and communication competences becomes pivotal. Critical

friendship and diversity benefit from each other when pursuing better results. Empathy helps in looking at matters through someone else's eyes.

Learning is currently considered one of the most important abilities to cope with transforming work. People need to develop new skills quickly and organisations need to operate in new agile ways to keep up the pace with technological development and changing world. In the future, when robots supposedly take care of the routine tasks, people are needed e.g. for those tasks that require human interaction, creativity, problem-solving and teamwork. Interpersonal communication skills and the ability to learn quickly might become even more important capabilities than a knowledge or experience on a certain industry or substance area. (YLE 2016; Ilmarinen 2017.)

Critical friendship approach can support both individual and organisational learning. The skills that Senge (2006) and Isaacs (1999) write about, such as balancing inquiry and advocacy and mastering dialogue and discussion, are also important in critical friendship approach. There are several connections to critical friendship in Senge's thinking, such as the need for personal mastery and reflective practice. Critical friendship can be a useful approach in tackling mental models, thinking fresh and fostering team learning – it can be a striving force in building a learning organisation.

Critical friendship approach operates through interpersonal communication in work community. Current perspectives to workplace communication view each member of the organisation as a communicator and communication as means to create the organisation and keep it together. Critical friendship approach encourages colleagues to engage in responsible dialogue. When the approach is discussed about and referred to in everyday work and people start to more and more act as critical friends, the approach becomes part of the conversation and text that defines the collective identity of the organisation. (Juholin 2007; Cooren et al 2011.)

Mirroring to Schein's ideas (2010), critical friendship should continuously offer solutions to problems to be rooted in organisational culture. Agreeing to apply the approach creates a guiding mindset in the organisation but does not yet lead to action. If the topic is regularly discussed in different contexts, more and more individuals may decide to start to test the approach in practice and, if the effect is promising, to continue this behaviour. If then more and more individuals and groups start to consider critical friendship as a working solution to various situations, in the long run, this will become a shared belief and finally a permanent element of organisational culture. This change in behaviour cannot be implemented only by creating official rules and expecting people to behave according to these rules,

thought the rules serve as a mandate to use the approach and as a tool for social control. Ground rules and discussion about critical friendship help individuals in starting to apply the approach in practice at work, also.

In this development project, involving the personnel in the work was beneficial in many ways. It created understanding, generated good conversation about critical friendship and related issues, engaged the personnel in the outcome and was essential to create ground rules that all are willing to follow. Rules for critical friendship make the approach visible at the office and offer guidelines to everyday work and behaviour. With a help of the model, it can be easier to raise issues into discussion, to give and ask for feedback or identify individual development needs in interaction, for example.

However, it is easier to gain knowledge about something than to act according to this knowledge. Knowing that people skills matter does not automatically make you a great performer in people skills. Committing to ground rules for critical friendship does not yet bring you those skills needed in critical friendship. Changing habits and strengthening communication competences require conscious reflection, knowledge, rehearsing and a right attitude. Organisational practices can support this learning to some extent. These perspectives need to be considered in WWF Finland to continue the work that started with this development project.

7.1 Critical friend vs. Critical friendship approach

As an approach, critical friendship requires a lot of people skills. The core is a combination of communication competences and emotional intelligence.

Some principles of critical friendship approach developed with this thesis differ from Costa & Kallick's original model on critical friendship, even though the essence of being a critical friend is the same. Differences are summarised in Figure 13. Both concepts are built on trust and capabilities on interpersonal communication and dialogue, aiming for learning and better performance. As the original model of critical friends requires close relationship, protocol and scheduled meetings, the critical friendship approach can be applied in whole work community whenever it is applicable. However, to be applied appropriately, it is important to create common understanding and agree together what does critical friendship mean in daily life within an organisation.

As critical friendship approach does not include protocol, time or place, it can easily go wrong. As such, it mirrors the features of any communication. In addition, there is a different sort of tension in applying critical friendship approach with a colleague with whom you

share everyday life at work than with, for example, a co-operation partner with whom you do not spend so much time together. Both situations benefit from good interpersonal communication, but the motivation to nurture the relationship is not the same.

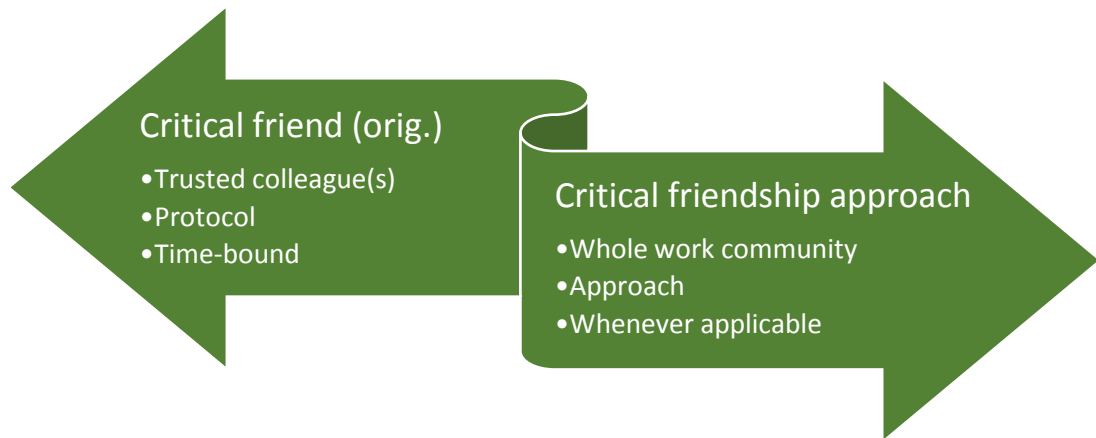


Figure 13. Main differences between critical friend and critical friendship approach

Critical friendship concept can be utilised both as an approach and as more formal procedures in work community. For example, two or more colleagues could form a peer-to-peer development relationship aiming for personal and professional growth, or there could be a critical friendship meeting as one type of a meeting, the same way as there are facilitated brainstorms or general team meetings.

7.2 Reflection on learning

This study has contributed to my personal learning in many levels. I have gained a lot of new knowledge on interpersonal communication and human behaviour as well as on the concept of critical friendship. I am better familiar with theories concerning organisational culture, workplace communication and other themes related to this thesis. My understanding on engaging personnel in change has increased and I have gained new insight on people management and decision-making. My skills on facilitation and competence on conceptualisation have considerably grown. I am now familiar with action research process and can utilise it as a development method in an organisation.

This thesis study was my first research. It provided me the possibility to expand my skills and competences beyond my current field of work and to learn more about the themes I am highly interested in. However, based on my experiences and learning from the process, I would prepare and schedule some parts of the thesis in a different way if starting a similar study now. The most challenging part for me was to write this thesis to serve as a

high-quality report, matching my personal process-writing style and non-linear thinking with the discipline and structure of the traditional thesis.

While exploring different theories and guidelines for research, I grew to understand and appreciate scientific research even more. It also confirmed my opinion of the importance of popularisation of the knowledge. Throughout the process, while following discussion on transformation of work, I realised how current topic critical friendship is. I feel now that with this specific applied study I have contributed something new to a wider framework.

The process and the deliverables of this study have fostered organisational learning in WWF Finland, also, and may continue to do so in the future.

7.3 Limitations of the study and recommendations for further research

This thesis describes a development project in one specific organisation. The findings are in relation to WWF Finland and its employees at the time of the study. However, results can be exploited in other organisations as a benchmark or a guideline.

Regarding to the survey, it would have been interesting to find out if there were differences in the responses between new and old employees. However, the number of new employees at the time of the survey was not large enough to observe them as a separate group without compromising anonymity and thus this was not done.

Few persons were not able to participate in the workshops or in the occasions where this development project and the results were presented. In addition, several new employees joined the organisation during or at the final stage of the development process and new employees will be recruited in the future. When measuring the effect of critical friendship approach in WWF Finland, there is a possibility to study if and how participation or absence in creating the model affects to perceiving critical friendship and applying the approach.

Several barriers for critical friendship were identified, including both human relations and organisational aspects. For future study, it would be useful to understand better how the hierarchies, professional knowledge, power relations and personal relations have affect to critical friendship approach. Another topic is to study if tackling organisational barriers have relation to applying critical friendship approach.

In WWF Finland, careful actions should be taken to embed critical friendship approach into actual organisational culture. This research was merely the first step in studying and

improving the approach. It is recommended to plan and take actions to preserve and strengthen common understanding on critical friendship and engagement to the approach, since cultural changes take time and employees change during that time. The effect of this development project should be analysed and development needs regarding critical friendship and related issues should be mapped regularly. In addition, it is important to continue discussion and actions on creating more enabling organisational practices and improving individual skills in critical friendship.

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Appendices

Appendix 1. Questionnaire for initial mapping



Kriittinen kaveruus

Tämä kysely on osa toimintatutkimusta, jonka tavoitteena on kehittää oman toimistomme sisäistä dialogia ja tarkastella erityisesti kriittistä kaveruutta. Kysely toimii alkukartoituksena, ja tulosten pohjalta jatkamme työskentelyä yhdessä kehityspäivänä Mustikkamaalla.

Kyselyssä "toimisto" tarkoittaa WWF Suomen toimistoa Helsingissä ja "työkaverit" kaikkia toimistolla työskenteleviä WWF:läisiä tittelistä riippumatta. Vastatessasi pohdi siis omaa toimistoamme ja siellä työskenteleviä työkavereita (ei kansainvälisiä kontakteja, yhteistyökumppaneita tai muita sidosryhmiä).

Kiitos ajastasi!

TAUSTA

1. Olen esimies. *

- ☐ Kyllä
☐ Ei

KRIITTINEN KAVERUUS

2. Olen kuullut, että toimistollamme on käytössä "kriittinen kaveruus" -toimintamalli (Critical Friendship). *

- Eri mieltä 1 2 3 4 Samaa mieltä

3. Mielestäni kriittinen kaveruus toimiston työkavereiden kesken tarkoittaa seuraavia asioita: *

4. Millainen on kriittisen kaveruuden vaikutus seuraaviin asioihin? *

	Negatiivinen	Neutraali	Positiivinen	Erittäin positiivinen
Ihmisten erilaisuuden arvostaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tasa-arvoisuuden edistäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hyvän ilmapiirin ylläpitäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toisten työn kunnioittaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työkavereiden kokemuksista oppiminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oman osaamisen jakaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työkavereiden osaamisen hyödyntäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luottamuksen rakentaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työn ja toimintatapojen kehittäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työn lopputulosten parantaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virheistä oppiminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautteen antaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautteen saaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoin keskustelu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erimielisyyksien ratkominen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yhteisymmärryksen saavuttaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Toimistomme hierarkioilla tai tiimirakenteilla on vaikutusta siihen, kuka voi toimia kriittisenä kaverina ja kenelle. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

6. Olen itse hyvä kriittinen kaveri työkavereilleni. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

7. "Kriittinen kaveruus" on sopiva nimi tälle toimistomme sisäiselle toimintamallille. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

Seuraava -->

(Sivu 1 / 2)



Kriittinen kaveruus

VUOROVAIKUTUS JA DIALOGI

8. Työkavereiden välinen vuorovaikutus toimistolla on ystävällistä. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

9. Kun ilmaisen mielipiteeni, työkaverini kuuntelevat avoimin mielin, mitä minulla on sanottavana. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

10. Kun työkaverillani on puheenvuoro, keskityn siihen mitä hän sanoo sen sijaan, että mietin tai teen muita asioita. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

11. Minun on helppo asettua työkaverin asemaan ja tarkastella asioita hänen näkökulmastaan. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

12. Kykenen ottamaan vastaan kriittistä palautetta, kun se esitetään rakentavalla tavalla. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

13. Kun esitän kriittistä palautetta tai kehitysehdotuksia, se johtaa helposti konfliktiin. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

14. Käyttäydyn rauhallisesti tilanteissa, joissa näkemyserot työkaverin kanssa herättävät minussa negatiivisia tunteita. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

15. Minulla on riittävästi keinoja ratkaista ristiriitatilanteita, joissa olen itse osallisena. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

16. Toimistollamme vallitsee turvallinen ilmapiiri, joka mahdollistaa vaikeatkin keskustelut. *

	1	2	3	4	
Eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Samaa mieltä

17. Toimistollamme on puheenaiheita, joista vaietaan, vaikka niistä pitäisi puhua. *

Eri mieltä 1 2 3 4 Samaa mieltä

18. Jos vastasit edelliseen kysymykseen 2,3 tai 4, anna esimerkki tai esimerkkejä:

19. Muita asioita, joita haluan tuoda esiin:

[<-- Edellinen](#) [Lähetä](#)

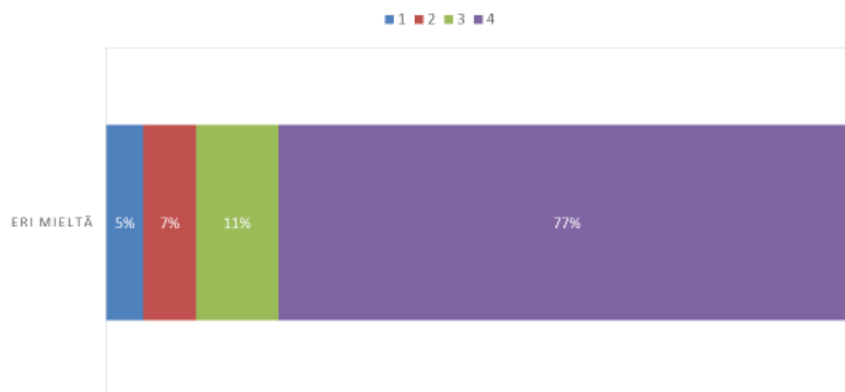
(Sivu 2 / 2)

KRIITTINEN KAVERUUS

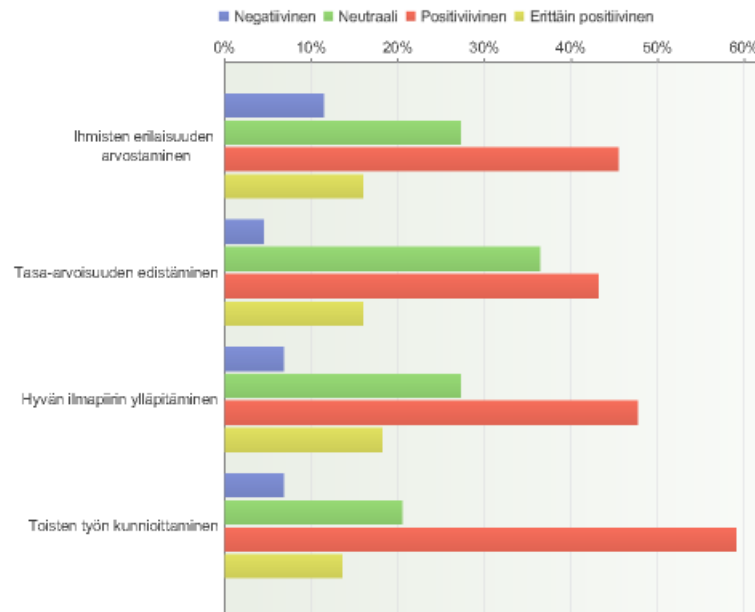
Kyselyn tulokset

44 vastausta, vastausprosentti 93,6

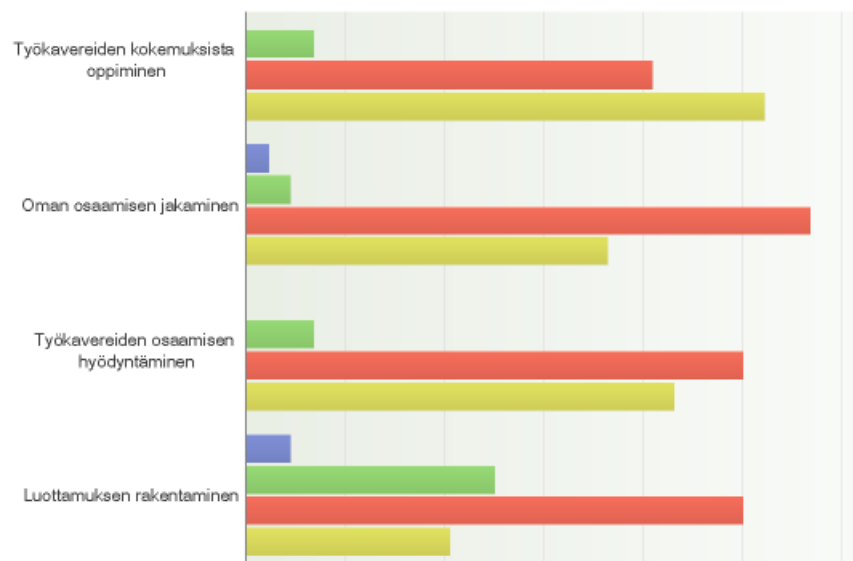
2. Olen kuullut, että toimistollamme on käytössä
"kriittinen kaveruus" -toimintamalli (Critical Friendship).



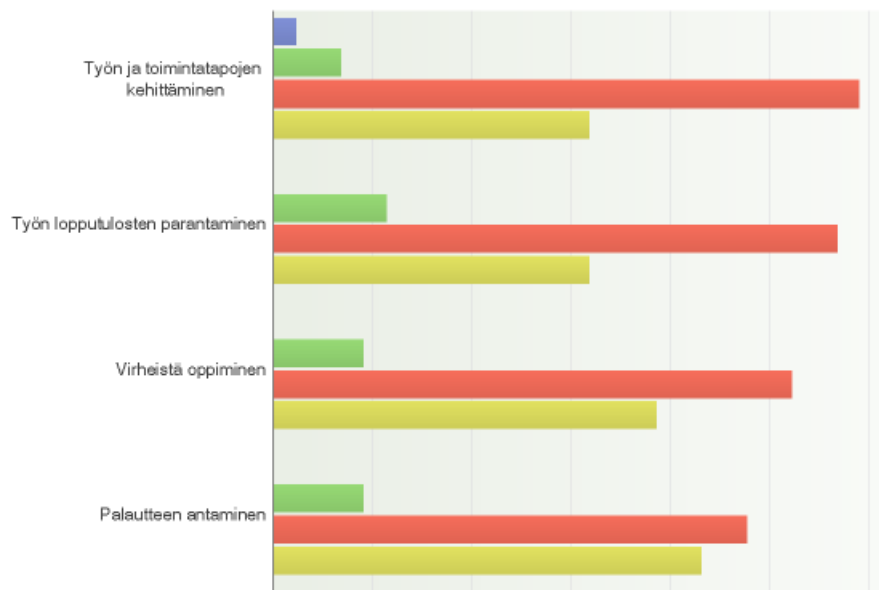
4. Millainen vaikutus kriittisellä kaveruudella on seuraaviin asioihin?



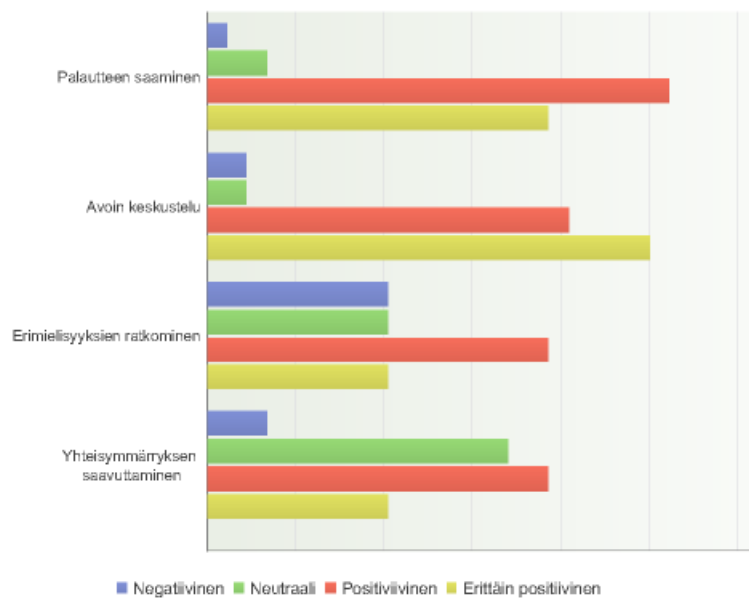
4. Millainen vaikutus kriittisellä kaveruudella on seuraaviin asioihin?



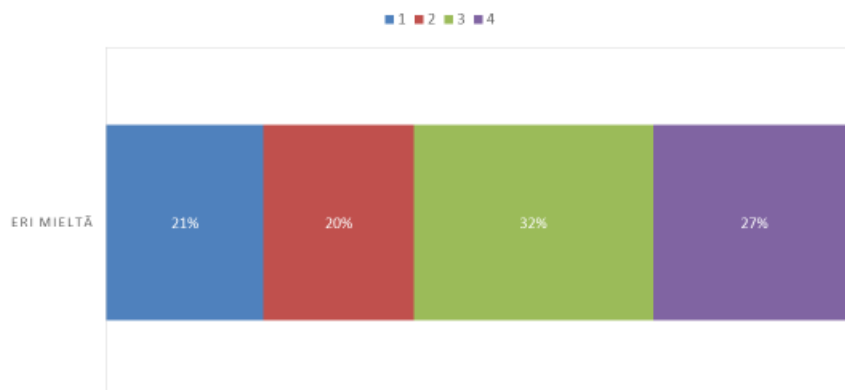
4. Millainen vaikutus kriittisellä kaveruudella on seuraaviin asioihin?



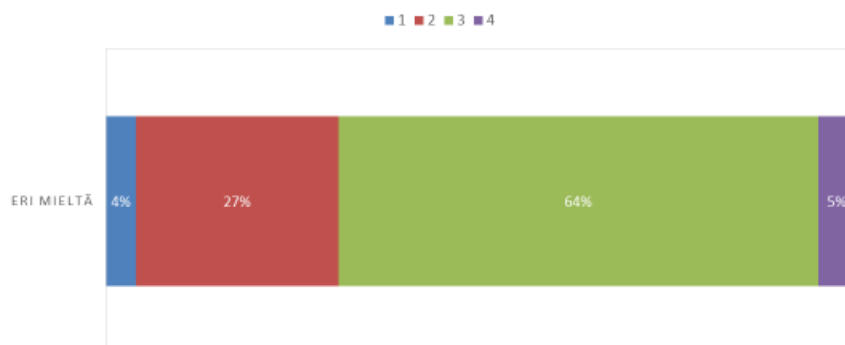
4. Millainen vaikutus kriittisellä kaveruudella on seuraaviin asioihin?



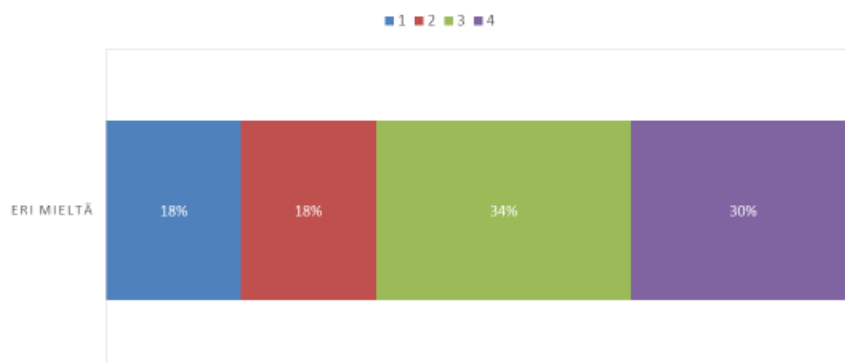
5. Toimistomme hierarkioilla tai tiimirakenteilla on vaikutusta siihen, kuka voi toimia kriittisenä kaverina ja kenelle.



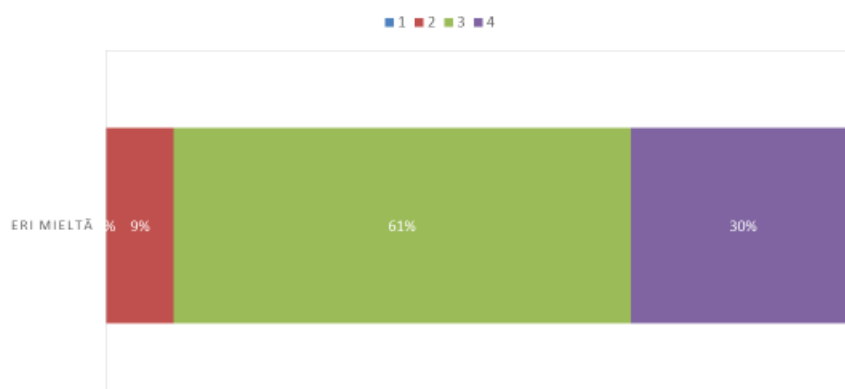
6. Olen itse hyvä kriittinen kaveri työkavereilleni.



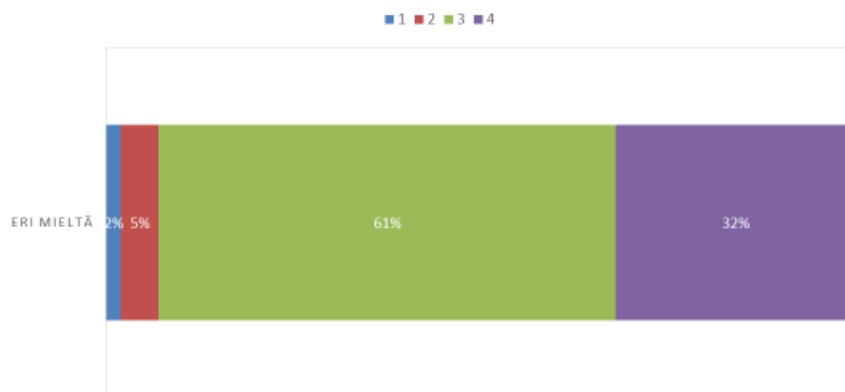
7. "Kriittinen kaveruus" on sopiva nimi tälle toimistomme sisäiselle toimintamallille.



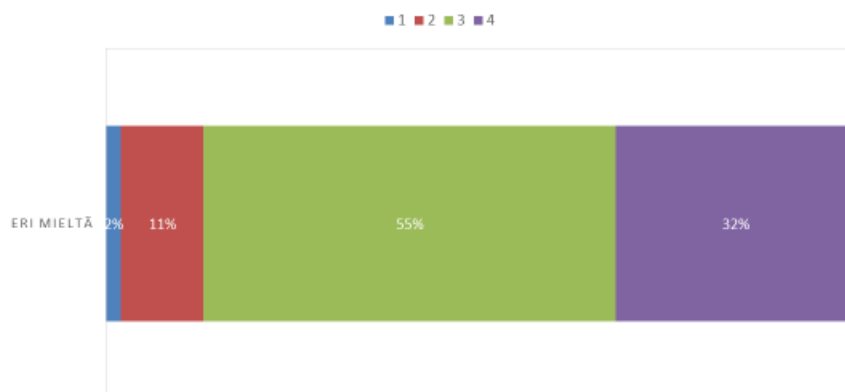
8. Työkavereiden välinen vuorovaikutus toimistolla on ystävällistä.



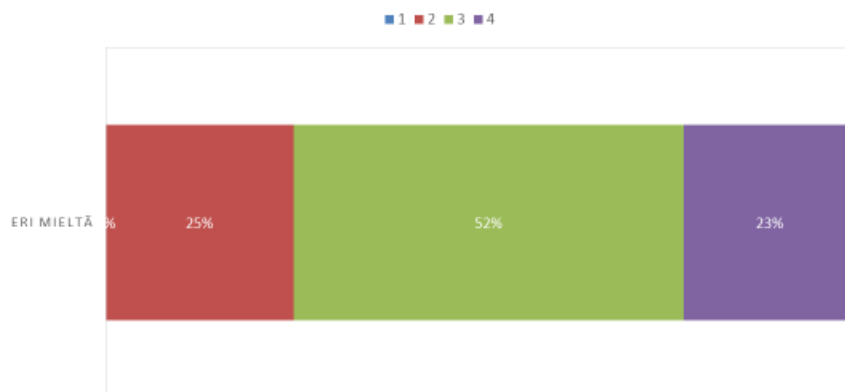
9. Kun ilmaisen mielipiteeni, työkaverini kuuntelevat avoimin mielin, mitä minulla on sanottavana.



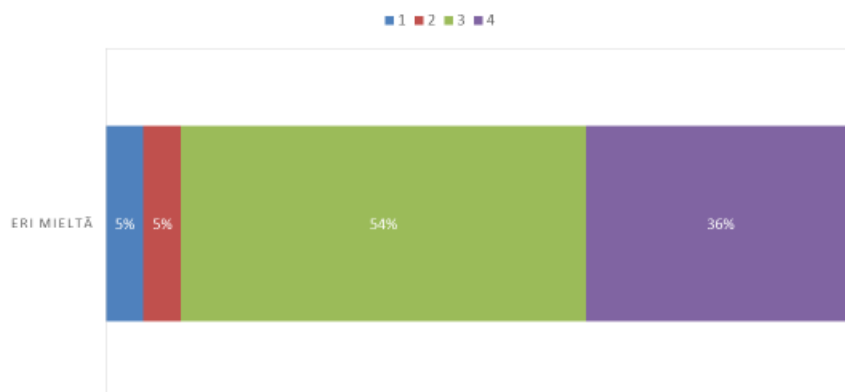
10. Kun työkaverillani on puheenvuoro, keskityn siihen mitä hän sanoo sen sijaan, että mietin tai teen muita asioita.



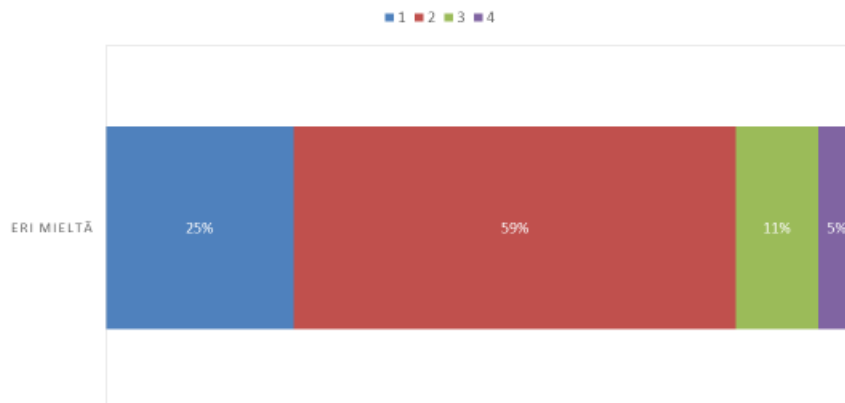
11. Minun on helppo asettua työkaverin asemaan ja tarkastella asioita hänen näkökulmastaan.



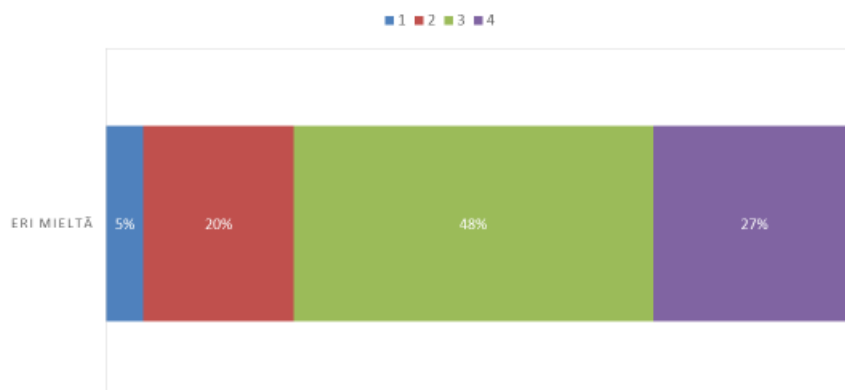
12. Kykenen ottamaan vastaan kriittistä palautetta, kun se esitetään rakentavalla tavalla.



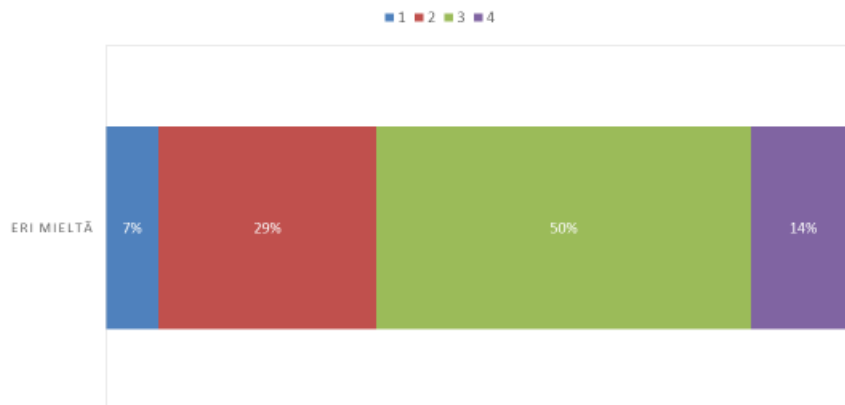
13. Kun esitän kriittistä palautetta tai kehitysehdotuksia, se johtaa helposti konfliktiin.



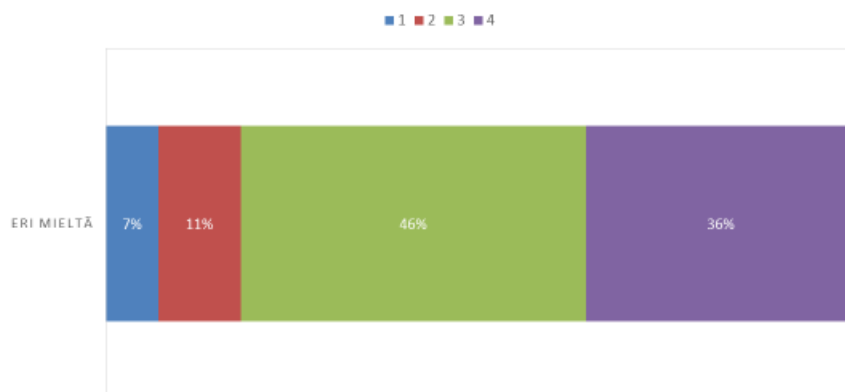
14. Käyttäydyn rauhallisesti tilanteissa, joissa näkemyserot työkaverin kanssa herättävät minussa negatiivisia tunteita.



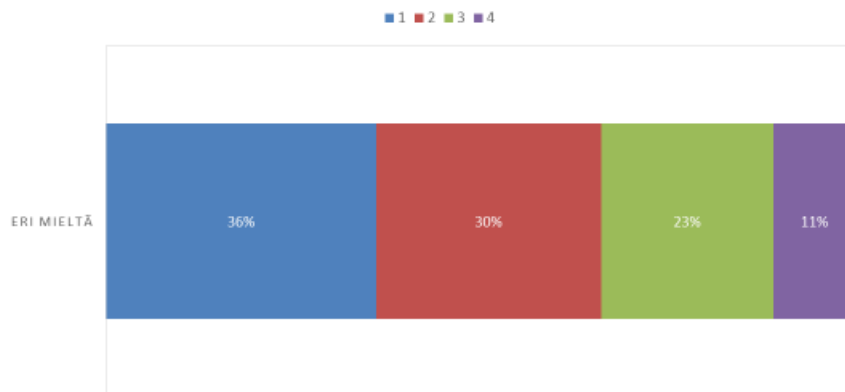
15. Minulla on riittävästi keinoja ratkaista ristiriitatilanteita, joissa olen itse osallisena.



16. Toimistollamme vallitsee turvallinen ilmapiiri, joka mahdollistaa vaikeatkin keskustelut.



17. Toimistollamme on puheenaiheita, joista vaietaan, vaikka niistä pitäisi puhua.



Mitä kriittinen kaveruus voisi olla?

(yhteenvetoa avoimista vastauksista)

- Avointa keskustelua
- Palautteen antamista ja saamista hyvässä hengessä
- Sparraamista ja haastamista
- Analysoimista ja perustelua
- Toistemme kuuntelemista ja erilaisten mielipiteiden kunnioittamista
- Asiallista käyttäytymistä ja muiden hyvää kohtelua
- Asioihin ja työhön liittyvää
- Suunnitelmien ja prosessien parantamista ja epäkohtien korjaamista
- Tavoitteena parempi lopputulos

Mitä kriittinen kaveruus ei ole?

(yhteenvedoa avoimista vastauksista)

- Henkilökohtaisuuksiin menemistä (asiat riitelevät, eivät ihmiset)
- Erilaisten mielipiteiden arvostelua
- Riitelyä, konfliktia
- Mielenä pahoittamista, loukkaantumista
- Syyttelyä, lyttämistä, jyräämistä, ärsyttämistä
- Puolustusasemiin asettumista
- Valittamista, jankuttamista ilman parannusehdotuksia
- Ylimalkaisia heittoja, naljailua, itsensä korostamista
- Tekosyy saada kritisoida toisten työtä ja esittää "minähän sanoin"-tyyppisiä argumentteja
- Pelkoa toisen loukkaantumisesta tai varpaille hyppimisestä
- Ei pelkkää hymistelyä ja skumppien kilistelyä
- Liian kriittistä ilman kaveruutta

Appendix 3. Plan for Workshop 1

Kriittinen kaveruus -ryhmätyöt

RYHMÄT:

1. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5	2. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5	3. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5	4. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5
5. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5	6. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5	7. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5	8. Vetäjä Jäsen 1 Jäsen 2 Jäsen 3 Jäsen 4 Jäsen 5

AIHEET:

Ryhmät 1 & 2

MITÄ HYÖTYÄ? Mitä hyötyä siitä on, jos kriittinen kaveruus toimii hyvin? Mitä hyvää siitä seuraisi koko toimistolle tai ihmisille henkilökohtaisesti? Keksikää konkreettisia esimerkkejä.

Ryhmät 3 & 4

MIKÄ EDISTÄÄ? Millaiset asiat voivat edistää kriittisen kaveruuden toteutumista toimistolamme? Mitä kannattaa vahvistaa tai kehittää? Keksikää konkreettisia esimerkkejä.

Ryhmät 5 & 6

MIKÄ ESTÄÄ? Millaiset asiat ovat esteenä kriittisen kaveruuden toteutumiselle toimistolamme? Mistä pitäisi luopua, mitä pitäisi vähentää? Keksikää konkreettisia esimerkkejä.

Ryhmät 7 & 8

TAIDOT? Mitä taitoja jokainen meistä tarvitsee, jotta voimme toimia kriittisinä kavereina toisillemme? Miten näitä taitoja voisi kehittää? Keksikää konkreettisia esimerkkejä.

AIKATAULU JA ETENEMINEN:

1. Pohdiskelu omissa ryhmissä, konkreettisia esimerkkejä (20-30 min)
2. Kriittikkivierailut: 2 henkilöä per ryhmä vierailee toisessa ryhmässä sparraamassa (10 min)
3. Samaa aihetta käsitelleet ryhmät kokoontuvat yhteen: yhteenveto ajatuksista (10 min)
4. **Klo 14.30 takaisin salissa – ole ajoissa!**
5. Ryhmätöiden lopputulokset ja keskustelua

KRITIikkivierailut:

Kun on ensin pohdittu omaa aihetta, sen jälkeen **kaksi henkilöä per ryhmä** vierailee toisessa ryhmässä sparraamassa. Valitkaa ryhmässä, ketkä vierailevat, mutta pysykää itse omassa ryhmässänne.

Tästä näet, mihin ryhmään kenenkin sinun ryhmästäsi lähdetään vierailulle:

Ryhmä 1 → Ryhmä 5

Ryhmä 2 → Ryhmä 4

Ryhmä 3 → Ryhmä 1

Ryhmä 4 → Ryhmä 7

Ryhmä 5 → Ryhmä 8

Ryhmä 6 → Ryhmä 3

Ryhmä 7 → Ryhmä 2

Ryhmä 8 → Ryhmä 6

Käykää ryhmänne aiheeseen liittyvät ajatukset läpi toisesta ryhmästä tulleiden kritiikkivierailijoiden kanssa ja tehkää lisäyksiä/muokkauksia jos sellaisia nousee esiin.

Lopuksi vierailijat palaavat omiin ryhmiinsä.

YHTEENVETO:

Samaa aihetta käsitelleet ryhmät kokoavat ajatuksensa yhteen ja esittelevät ne lopuksi koko toimistolle.

Appendix 4. Guidelines for groupwork in Workshop 3

OHJE ryhmätyöhön (45 min)

Klo 9.45 KRIITTINEN ÄNKYRÄ

Miten toimii kriittinen änkyrä? Tehdään ensin sellainen lista, jolla maksimoidaan epäonnistuminen kriittisessä kaveruudessa. Miten homma ei ainakaan toimi? Jutelkaa ja kirjatkaa ajatuksia fläpille.

(15 min)

Klo 10.00 KRIITTINEN KAVERI

Miten kriittinen änkyrä kääntyy kriittiseksi kaveriksi? Keskustelkaa, miten änkyrän tavat kääntyvät positiiviseksi toiminnaksi ja kriittiseksi kaveruudeksi. Kirjatkaa ajatuksia fläpille.

Puuttuuko jotain?

(15 min)

Klo 10.15 PELISÄÄNNÖT

1. Valitkaa 3 tärkeintä asiaa (+ 1 varasijalle)
2. Kiteyttäkää valitsemanne 3 tärkeintä asiaa lyhyiksi pelisäännöiksi
3. Kirjoittakaa säännöt reilunkokoisin kirjaimin A3-papereille, yksi sääntö per paperi

(15 min)

Klo 10.30

Kokoontuminen hissiaulaan (10. krs), säännöt mukaan

Mitä kriittinen kaveruus voisi olla?

- Avointa keskustelua
- Palautteen antamista ja saamista hyvässä hengessä
- Sparraamista ja haastamista
- Analysoimista ja perustelua
- Toistemme kuuntelemista ja erilaisten mielipiteiden kunnioittamista
- Asiallista käyttäytymistä ja muiden hyvää kohtelua
- Asioihin ja työhön liittyvää
- Suunnitelmien ja prosessien parantamista ja epäkohtien korjaamista
- Tavoitteena parempi lopputulos

Mitä kriittinen kaveruus ei ole?

- Henkilökohtaisuuksiin menemistä (asiat riitelevät, eivät ihmiset)
- Erilaisten mielipiteiden arvostelua
- Riitelyä, konfliktia
- Mielensä pahoittamista, loukkaantumista
- Syyttelyä, lyttäämistä, jyräämistä, ärsyttämistä
- Puolustusasemiin asettumista
- Valittamista, jankuttamista ilman parannusehdotuksia
- Ylimalkaisia heittoja, naljailua, itsensä korostamista
- Tekosyy saada kritisoida toisten työtä ja esittää "minähän sanoin" -tyyppisiä argumentteja
- Pelkoa toisen loukkaantumisesta tai varpaille hyppimisestä
- Pelkkää hymistelyä ja skumppien kilistelyä
- Liian kriittistä ilman kaveruutta

 tärkeä tarkka frendi kamu ystävä ratkaiseva tutkiva punnitseva amigo heebo Lähde: synonyymisanakirja

KRIITTINEN KAVERI



- 1 Päämääräni kriittisenä kaverina on yhteinen hyvä.
- 2 Olen läsnä. Kuuntelen, kysyn ja haluan ymmärtää.
- 3 Keskustelen avoimesti ja perustelen näkemykseni. Annan tilaa toisille.
- 4 Käyttäydyn ystävällisesti ja arvostavasti.
- 5 Annan ja otan vastaan palautetta. Noudatan yhteisiä palautekäytäntöjä.
- 6 Tunnistan omat tunteeni ja tarvittaessa hillitsen niitä.
- 7 Edistän tietoisesti hyvää työilmapiiriä.

Kriittinen kaveruus on vuorovaikutteista ja sen päämääränä ovat WWF:n yhteiset tavoitteet.